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ABSTRACT

Prepared as a resource for community college practitioners seeking to internationalize their courses, this report presents 50 internationalized course modules in 22 subject areas developed as part of curriculum development project undertaken at Michigan's Kalamazoo Valley Community College. The 50 modules are presented in the areas of accounting, art, biology, business, career planning, chemistry, communication, composition (writing), computer information systems, economics, literature, management, marketing, mathematics, nursing, philosophy, physics, political science, psychology, reading, religion, and sociology. For each module, the report provides the course and title number; module title; a general description of the module, including a rationale; a description of module objectives; a discussion of methodology, including lectures and discussions, audio-visual aids used, readings used, assignments, and evaluation methods; and references. Selected sample modules include the following: (1) "Population Trends: A Global View," a contemporary biology course ; (2) "International Marketing," an introductory business course; (3) "Cultural Communication: When Worlds Collide," an interpersonal communication course; (4) "Comparative Literature Analysis," a college writing course; (5) "Culture and Person Centered Care," a mental health nursing theory course; (6) "World Hunger and Economic Justice," an applied ethics course; and (7) "A Comparative Analysis of Cultural Development," an introductory political science course. (TGI)

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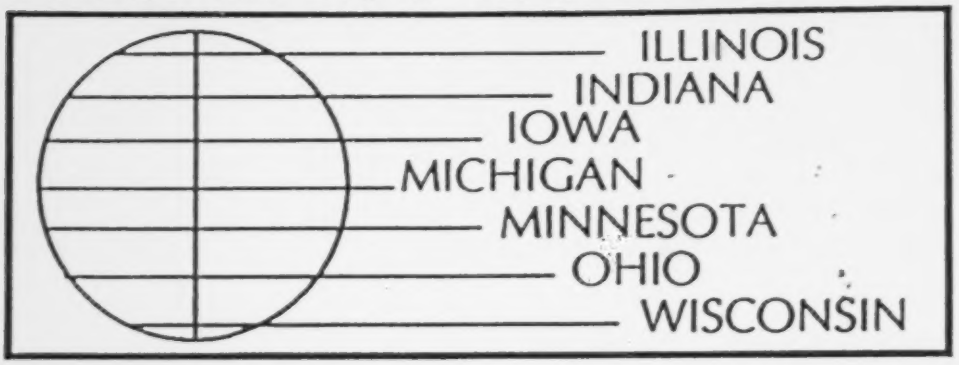

INTERNATIONAL STUDIES & FOREIGN LANGUAGES

INTERNATIONALIZING THE CURRICULUM

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1993

Preface and Acknowledgements

This volume is a report on curriculum development, but more importantly an invitation to community college colleagues to build on the ideas and resources offered in internationalizing their courses. It is hoped that this book becomes a practical resource and a springboard for those taking their initial step to enhance and enrich their teaching with a global perspective.

The curriculum modules of this volume could not have been done without the financial support over the past four years by the U.S. Department of Education, the Center for International Education (CIE), the American Association of Community Colleges (AACC), and the Kellogg Foundation. In particular, my thanks to Ms. Christine Corey, Senior Program Officer, Title VI of the U.S. DOE-CIE, and Ms. Lynn Barnett, AACC-Beacon Project Director.

My appreciation and respect to the fifty-one friends and colleagues that were willing to take the time and devote the energy towards these curriculum development projects, that among other things, made this volume possible.

All of us have benefited from the insights, sharing and dialogue of numerous colleagues from around the country and especially in Michigan. Although there are so many, I particularly want to acknowledge and thank Seymour Fersh, Robert Franco, and Ann Kelleher.

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I am indebted for the day-to-day assistance on the projects to Ms. Becky Voss, Ms. Jean Homola, and Ms. Cindy Mearing. I am especially grateful to Ms. Cheri Wilson for all her hard work and great spirit.

My love to my family for their understanding and support.

To all, a heartfelt Thank You for the challenges, fun and the opportunity to partake in this journey.

Theo Sypris
Kalamazoo Valley C.C.
April, 1993

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INTERNATIONAL MODULE

NAME: Jeff Henderson

COURSE AND TITLE NUMBER: Accounting Principles I - ACC 101

MODULE TITLE: International Accounting

DESCRIPTION OF MODULE

The International Accounting module addresses accounting issues faced by US corporations that operate in foreign markets. This is the first course in accounting; therefore, students will simultaneously learn Generally Accepted Accounting Procedures (GAAP) for financial reporting as promulgated by the Securities Exchange Commission and the Financial Accounting Standards Board and International Accounting Standards Committee (IASC) guidelines facing Multinationals operating in countries with different reporting requirements. Specific examples will be drawn from countries operating under the British-American model with focus on standards emerging in the European Community.

OBJECTIVES

1. The student will understand that cultural environment dictates accounting standards; that procedures differ from company to company as well as from country to country; and that standards continue to change with the environment.

2. The student will be introduced to accounting information systems used by multinationals to manage worldwide operations.

3. The student will understand the role of the International Accounting Standards Committee (IASC) and its aim for harmonization.

4. The student will become familiar with the world map learning where major U.S. Multinationals operate, who our trading partners are and major types of products traded.

5. The student will understand the effect of fluctuating foreign exchange rates and rates of inflation on corporate profits.

METHODOLOGY

Lectures and Discussions: The course will be designed to heighten awareness of the magnitude of international operations of U. S. Corporations. Discussion of international issues will be infused throughout the course whenever applicable.

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The following specific lectures will be given:

-- The role of the IASC in harmonization of accounting standards, with specific differences of the EC presented.
-- The effect of inflation and foreign currency fluctuations on ROI (Return on Investment).
-- The specific internal control problems inherent in managing multinational operations.

Audio-Visuals: I will utilize a video to gain student interest the first week of class. The Global Assembly Line will be used if available.

I will supplement lectures with visuals such as the material gathered from my "Mexico and Maquiladoras" project.

Readings: A primary text Accounting An International Perspective will be used for this module. Specific assignments are listed below. Students are asked to purchase this text.

Essays from Entangling Alliances will also be assigned. This text will be on reserve in the library.

Assignments: From Accounting An International Perspective:

Chapter 1 - An International Perspective on Financial Accounting
Chapter 2 - Financial Reporting in the International Environment
Chapter 3 - Setting Accounting and Auditing Standards Internationally
Chapter 5 - Comparative Recognition of Inflation and Other Price Changes
Chapter 7 - Accounting Information Systems for Multinational Corporations
The Japanese Economy - Eight activities focus on the interdependence of the economies of Japan and the United States

Evaluation: Short cases for Accounting An International Perspective will be a component of each exam. Essay questions on the readings will also be a component of each exam.

References:

Agami, A.M. "The International Accounting Course: State of the Art." Journal of Accountancy (Fall 1983, pp. 67-77.

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Hamilton, John Maxwell. Entangling Alliances. Seven Locks Press, 1990.

Meek, Gary K. "Adding an International Dimension to the Introductory Managerial Course." Journal of Accounting Education (Spring 1985), pp. 58-68.

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Stonehill, Arthur I. and Eiteman, David K. Finance: An International Perspective. Homewood, IL: Irwin, 1987.

INTERNATIONAL MODULE

NAME: Eunice Levy

COURSE TITLE AND NUMBER: Accounting Principles II - ACC 102

MODULE TITLE: International Accounting

DESCRIPTION OF MODULE

The International Accounting module addresses accounting issues faced by U.S. corporations that operate in foreign markets. Students will learn how accounting is used in the planning, control, and performance evaluation of multinational corporations. Students will also be introduced to financial statement presentation in the United States as compared with that of other countries.

OBJECTIVES

1. The student will understand that cultural environment dictates accounting standards; that procedures differ from company to company as well as from country to country; and that standards continue to change with the environment.
2. The student will understand the effect of fluctuating foreign exchange rates and rates of inflation on corporate profits.
3. The student will be introduced to financial and nonfinancial disclosure requirements internationally.
4. The students will be exposed to management control systems in multinational corporations.
5. The student will be introduced to the financial measures used in performance evaluation by multinational corporations.

METHODOLOGY

Lectures/Discussions: International topics will be infused into the course by integrating readings from Accounting: An International Perspective into the study of the general course material. Students will discuss questions and cases from the text individually, in groups, as well as in mini-debates and role-playing. Guest lecturers will be included whenever possible.

Audio-Visuals: Current videos will be utilized to increase student awareness of international business and trade.

Readings: Accounting: An International Perspective will be required as a text for this module. Specific assignments are listed below. Students are asked to purchase this text. Other readings will be available to students in the library as well as in the accounting faculty library.

Assignments: From Accounting: An International Perspective
Chapter 4 - Disclosure Practices Around the World
Chapter 6 - Multinational Consolidation of Financial Statements
Chapter 8 - Planning and Control in the International Environment
Chapter 9 - Performance Evaluation in Multinational Corporations
Chapter 10 - Multinational Transfer Pricing and International Taxation

Evaluation: Oral and written presentations of cases from the text will be required; essay questions from the text will be included on quizzes; a term paper on an international business topic will be required.

Resources:

Bloom, Robert and Collins, Marilynn, "Internationalizing Accounting Courses." Journal of Education for Business (April 1990), pp. 309-312.

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Sherman, W. Richard, "Internationalizing the Accounting Curriculum." Journal of Accounting Education, Vol. 5, 1987, pp. 259-275.

Sundby, Larr and Schwieger, Bradley. "EC, EZ?" Journal of Accountancy (March 1992), pp. 71-76.

INTERNATIONAL MODULE

NAME: Arleigh Smyrnios

TITLE AND COURSE NUMBER: Design and Appreciation - ART 101

MODULE TITLE: Asian-Pacific Aspects in the Design of Motif

DESCRIPTION OF MODULE

This module includes student investigation (under instructor guidance) of particular countries. After an initial presentation by the instructor of the nature of motifs in general and examples of motifs particular to countries and cultures in specific, student groups are assigned. These groups then research chosen countries and develop a presentation of motifs and cultural activities particular to their choices. The module culminates in group reports of these investigations. Actual simulation is encouraged, such as Japanese tea ceremony, Nepalese Burial ritual, etc. as part of the reports.

The module encompasses all or part of 4 class sessions (4 weeks).

OBJECTIVES

Upon completion of this module the student will:

1. Have a good understanding of the geography and cultures of at least five (5) countries.
2. Have thoroughly investigated a country other than their own in order to understand and appreciate other cultures.
3. Develop and use new design motifs based on an existing motif(s) found in investigating particular countries.
4. Broadened their knowledge of at least five (5) Pacific Rim countries other than the United States.

METHODOLOGY

Lectures/Discussions: Lecture and discussion location, cultural similarities and differences of two or more countries.

Sample Readings:
- Japanese Ghosts and Demons: Art of the Supernatural by Stephen Addiss
- The Japanese: Everyday Life in the Empire of the Rising Sun by Jean Claude Courdy
- The Japanese Art of Miniature Trees and Landscapes by Yuji Yoshimura
- Chinese and Oriental Art by Micheal Batterbury
- China Past and Present by Pearl Buck
- China: The Land and Its People by Rafe De Crespigny
- China: The Remembered Life by Paul Frillman
- China's Imperial Past by Charles Huckner

Audio-Visuals: Kalamazoo Public Library Museum - Display cases and materials pertaining to specific countries. Personal slides and materials volunteered by individual students from their own experiences and friendships.

Readings: A. See above as relates to Lectures/Discussions
B. Students are encouraged to do significant reading on their chosen countries. Readings vary according to each group.

Assignments: Student groups are to give a report (either documentary and experiential style) which include:

A. Background information (historical and current)
B. Typical design motifs in all aspects of the culture (Art, Architecture, Clothing, etc.)
C. Development of stylized adaptation(s) of a single motif
D. Employment of motif (original or stylized on 1) a garment, 2) a household item, 3) one other item of the groups' choice
E. An experiential activity typical to the chosen country

Evaluation: Students are evaluated in terms both group report presentation and individual contribution, based on:

a) degree to which an overall sense of the chosen country is demonstrated
b) motif investigation and development

Resources:

1. Countries of the World (CD-ROM database)
2. Peoples of the World Series (4 volumes)
3. Africans South of the Sahara. REF DT 352.42 .M67
4. Latin Americans. REF F 1408.3 .M84
5. North Americans. FEF E 40. .M66
6. The Middle East and North Africa. REF DT 352.42 .M67
7. Background Notes Series (Country Pamphlets)
8. Area Handbook Series (Country Volumes)
9. World Factbook
10. Insight Guides Series (Country Volumes).
11. Encyclopedia of the First World. REF G63 .K87
12. Encyclopedia of the Third World. REF HC 59.7 .K87

INTERNATIONAL MODULE

NAME: Robert Collins

COURSE TITLE AND NUMBER: Contemporary Biology - BIO 100

MODULE TITLE: Population Trends: A Global View

DESCRIPTION OF MODULE

This is a two week human population study to be applied in an introductory level college biology course.

Traditionally in biology courses there has been a portion of the ecology studies involved with populations. These studies, however, rarely incorporated human data. Rather they featured growth limits of bacteria and fruit flies or cyclical data of pre-predator relationships. The intent of this module is to emphasize human global demographic data using an integrated approach to teach population ecology. The time commitment for population study is not expanded, but rather the focal point on human data is emphasized.

Today, people are living in a world where groups are becoming more interrelated and less isolated. As human numbers increase through time, there will be a greater need to know who the world's people are and how they live. It also becomes more essential to understand global resource distribution, management and limitations.

It is critical that our students here in the United States become more involved with the process of cultural; studies. This module starts with the obvious; the world's people as to who they are, where they live, what they require and what level of demographic transition governs their growth trends.

Becoming aware of a human group's growth rate, infant mortality, live expectancy at birth, percent under fifteen years of age, percent urbanized, etc. quickly sheds light for a better understanding of why people live the way they do. "We are hopefully, likely to be less ethnocentric when taking the time to comprehend the demographic data.

This population trend module may induce insights for a better understanding of world resource quality, availability and distribution. It may also serve as a knowledge base for world health care problem, family planning needs, urbanization trends, international ethics and potential regional conflict. This module may also help assist the student in other areas of academic endeavors outside and life sciences.

OBJECTIVES

1. Present updated comparative regional data of the world's people emphasizing trends, but also noting exceptions

2. Study factors which affect population size such as fertility, mortality, immigration, emigration, age structure and sex ratios. Other social factors include literacy level, income per capita, urbanization, infant mortality and life expectancy at birth.

3. Calculate growth rates in percent an doubling times in years for predicting future growth trends.

4. Analyze growth profiles for observing biotic potential, limiting factors and carrying capacity.

5. Incorporate the historical economic theory affecting "demographic transition" when studying each world region comparatively for population trends.

6. Profile the world's people as LDC's (lesser developed countries) and MDC's (more developed countries). This is not an ethnocentric dichotomy, rather a convenient taxonomy for recognizing the level of demographic transition for the various regions of the world. These headings are also standard in the international data.

7. Study family planning and fertility control from the pronatalist pressures to the birth death trends. Each country must evolve to a point of recognizing when it needs to engage in limits to growth policies.

8. Recognize resource requirements emphasizing food supply and fuel needs. Also include human competition and its impact as to diminished global biodiversity and potential regional conflicts over resource needs.

9. Emphasize that to achieve a sustainable earth that it will require equal participation of men and women. It demands making human needs and rights a priority when integrating population, environment and economics.

10. Calculate world population trends of the future. It will require goals that balance population growth, improve family planning services and upgrade and make available contraceptive technology. The status of women must be promoted as to improved education, better prenatal care, more health services, employment opportunities, less discrimination and more civil rights.

11. Emphasize that all humans impact on the environment for survival. It is a matter of how much impact from culture to culture that must be constantly assessed.

METHODOLOGY

Lecture/Discussions: This module is designed for six one hour sessions to be included with the regularly scheduled ecology-behavior unit of the biology course.

The information is this module becomes outdated very quickly, therefore, it is essential to revise the demographic data frequently. The recommended source for revision is the World Population Data Sheet from the Population Reference Bureau (see the literature cited page). You may subscribe to this organization or check with your Learning Resource Center for the availability of these data.

This module is best presented with many graphics such as transparencies and/or class handouts (see the data sheets in the module packet). There are also many video cassettes and films available to suit an individual instructor's needs for enhancing this population study.

Also class discussions centered on a critical thinking approach are worthwhile endeavors. These discussions may include solutions for the following problem areas:

a. world health care
b. family planning/fertility control
c. world food supply
d. LDC's becoming MDC's

These topics are all very complex and open-ended, but offer excellent classroom interactions.

Assignments: Read the appropriate population ecology chapter(s) in the textbook for the course.

Handout any additional updated article(s) on world data dealing with population trends.

Use the data sheets from this module as handout material.

Evaluation: This subject matter would be incorporated into a regular unit exam dealing with ecology and behavior.

INTERNATIONAL MODULE

NAME: Kathleen J. Lorencz, Ph.D.

COURSE TITLE AND NUMBER: Introduction to Business - BUS 101

MODULE TITLE: Doing Business In China

DESCRIPTION OF MODULE

The primary purpose of this module is to provide through comparison and contrast a student understanding of the diverse approaches taken by two different cultures to establish and conduct their business affairs.

To accomplish this purpose, information, both oral and written, on business practices in the People's Republic of China will be infused with each lecture as Businessgrams on each lecture topic in Introduction to Business for an approximate 15 minute component.

Businessgrams for infusion into course content would relate to China's economy, demographics, business organization management practices, marketing techniques, production processes, government rules and regulations, money and credit, international trade, and projections for the future growth and development of business.

OBJECTIVES

1. Compare and contrast the economic systems of the People's Republic of China and the United States.
2. Identify the industries and natural resources that provide the basis for China's economic Strength.
3. Describe the foundation for the formation of business in China.
4. Compare and contrast the Chinese work unit to the structure of the American work force.
5. Identify the impact Chinese Philosophers have had on the development of management.
6. Identify major factors relating to marketing including product development, pricing, promotion, and distribution.
7. Describe the monetary system and sources of capital.
8. Describe the predominant operational processes and structure that exist in factories and offices.
9. Describe the magnitude of China's involvement in international trade.
10. Identify the areas of absolute or comparative advantage in China's trade practices.
11. Identify business projections for the future.

METHODOLOGIES

Lectures/Discussions: Instructional technology centers around a businessgram as a one page summary with specific information relating to the topics identified and will be used as the basis for introduction in lecture. Discussion questions will be included as part of the businessgram to provoke comparison and contrast with the American practices. Debates and small group discussion will be employed as warranted.

Audio Visuals: Map of China
China Business Briefing 75 minutes (video)
Doing Business in China 45 minutes (video)

Readings:

Books: De Mente, Boye, Chinese Etiquette and Ethics in Business, NTC Publishing Group, Lincolnwood, Illinois, 1989.

Massimino, Sal T., How to Sell to the People's Republic of China, Thomond Press, New York, 1980.

Periodicals: China Business Review
China Business and Trade
China Report: Economic Affairs
China's Foreign Trade

Assignments: 1. Students will select one topical area covered and write an essay paper explaining why it made an impression on them and how they could apply it to personal experience. 2. Prepare a written brief of one current article on China.

Evaluation: Multiple choice, oral, and essay tests will incorporate questions addressing each topical area.

Resources:
Articles

Bangsberg, P.T., "Oil Exports Earned About $3.2 Billion for China in 1991, Journal of Commerce and Commercial, January 17, 1992, Vol. 391, No. 27646, p. 7B(1).

Bangsberg, P.T., "Chinese Yards Report Surge in Orders, Output, Journal of Commerce and Commercial, January 23, 1991, Vol. 391, No. 27649, p. 1B(1).

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Heller, Robert, "How the Chinese Manage to Keep It All in the Family," Management Today, November 1991, p. 31(2).

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Maggs, John, "Levi Strauss Plagued by Flood of Phony Jeans from China," Journal of Commerce and Commercial, November 19, 1991, Vol. 390, No. 27607, p. 1A (2).

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Unger, David, "Buying Time with Capitalism; China's Old Guard Faces Contradictions, "New York Times, December 27, 1991, Vol. 141, p. A14.

Vines, Stephen, "China, Taiwan Post Double-Digit Gains. (China's National Automotive Corporation Automobile Production Report). Automotive News, February 3, 1992, No. 543, p. 18(1).

WuDunn, Sheryl, "Village in China Finds Road Paved With Gold," (Daqiuzhuang, China, a successful industrial communist village) (International Pages) Sheryl WuDunn, The New York Times, January 10, 1992, Vol. 141, p. A7(N), p. A4(L) 19 col in.

WuDunn, Sheryl, "G.M. Sets Venture in China to Assemble Pickup Trucks," The New York Times, January 16, 1992, Vol. 141, p. C1(N), p. D1(L) 14 col in.

INTERNATIONAL MODULE

NAME: R. Nels Oman

COURSE TITLE AND NUMBER: Introduction to Business - BUS 131

MODULE TITLE: International Marketing

DESCRIPTION OF MODULE

This module is designed for inclusion in the Introduction to Business course. Its goal is student understanding of how marketing principles apply to international systems. Major topics include (1) Reasons for international involvement; (2) The environmental factors with which the international marketing manager must deal; these environmental factors are cultural, political, legal, and technological; and (3) Applying the various components of marketing strategy including company organization, product, price, promotion, and channels of distribution, within the international environment. Activities will include paper and pencil tests, case studies and discussion of readings, viewing of video-tape presentations on international marketing, and a project whereby groups of four-five students will each develop a plan to market a product in a foreign country.

This module should be preceded by instruction on basic economic fundamentals and general marketing principles including product development pricing, channels of distribution, and logistics. The module should take approximately nine hours of class time for instruction, case analysis, tests and student presentations. In addition, approximately three hours outside of class will be needed for the student groups to plan and coordinate their projects.

OBJECTIVES

1. The student will demonstrate understanding of:

    a. the reasons why a company should wish to engage in international marketing.
    b. The various environmental factors which must be evaluated when deciding to enter a foreign market. These factors include culture, political climate, taxation, infrastructure, topography, population density, income distribution, laws, and state of technological development.
    c. The strategies and tactics a company must employ to enter and successfully operate in a foreign market.
    d. The world economic environment including policies on tariffs, quotas, foreign exchange, customs regulations, economic integration of countries, and currency exchange.

e. Cultural components of a foreign market including language, aesthetics, education, religion, attitudes, values and social organization.
f. How product policy is established including decisions on what to sell, brands and trademarks, foreign country standards, packaging and labeling, warranties, and how to overcome cultural barriers.
g. How appropriate channels of distribution techniques are selected. These include franchising, joint ventures, and adapting to various patters of distribution within a market.
h. Dealing with logistics to include tariff barriers, quotas, licenses, local content laws, boycotting laws, monetary systems, exchange rates, tax systems, transportation policies, other product laws, and transportation and communications infrastructures.
i. How pricing decisions and policies are established to include local perceptions as to relationship of quality to price, impact of currency exchange rates, traditional channel member discount structures, export credit and terms and dumping laws.
j. Advertising strategies: adapting to local customs, literacy levels, meanings of colors and symbols, types of media available, selecting a local agency, using an international agency, and standardized versus local orientation of advertising.
k. Direct selling strategies: selecting local representatives, motivation and compensation of sales force, and evaluation and control of sales force.
l. Sales promotion strategies: laws regulating gifts, premiums and competitions; cultural constraints; trade fairs; and local government assistance.

The student will demonstrate understanding of the above-listed topics by successful completion of paper-and pencil examinations.

2. The student will list and describe various resources available to assist in the overseas marketing process. These resources include state departments of commerce, overseas trade offices, the U.S. State Department, the U.S. Chamber of Commerce, and local libraries.

3. The student, as part of a group, will develop a plan for marketing a product in a foreign country to include environmental analysis, product selection, and establishment of policies relating to product standards, distribution, promotion, and pricing.

METHODOLOGY

Lecture/Discussion: Approximately nine lecture/discussion hours will be devoted to this module. Several short case studies/readings based on articles from current business

periodicals should be presented and discussed. These may be selected from the readings and videotapes listed, or they may be selected by the instructor from his/her own sources.

Audio-visuals: Transparencies of several tables and charts will be shown. These include the following: listing of large exporters, errors in market due to lack of cultural awareness, comparisons of standards of living in various countries, patterns of consumption in leading export countries, comparisons of various forms of company marketing organizations, comparison of various brand strategies, explanation of exchange rates and affect on pricing, comparison of infrastructures of wealthy and poor countries, two sides of the tariff issue, major international trade organizations.

Assignments:

1. Reading analysis for the following topics: international environmental factors of marketing, product, price, promotion, and distribution.
2. Group project: develop a marketing plan for one product to be marketed in one country. Product and country to be chosen by each student group.
3. View Videotape: Doing Business in Asia.
4. Written summary and analysis of at least three readings on international marketing issues from current business journals, e.g., Wall Street Journal, Business Week, Fortune, Forbes, etc. These are done on a 5" x 8" card.

Evaluation :

1. Inclusion of international marketing related questions in hour examination.
2. Quality of written journal article analyses.
3. Quality of group project.
4. Quality of case analyses.

Resources:

1. Textbook: "International Business," chapter 24 from Understanding Business by Nickels, et. al., Irwin Publishing, latest edition.
2. Textbook: "International Marketing," chapter 21 from Marketing, 5th ed., by Evans and Berman, Latest edition, MacMillan Publishing Company.
3. Textbook and source of cases: Terpstra and Sarathy, International Marketing, 5th Ed., Dryden Press.
4. Reading: Alecia Swasy, "Proctor & Gamble Fixes Aim on Tough Market: The Latin Americas," Wall Street Journal (June 15, 1990), pp. A1, A4.
5. Reading: Cynthia Owens, "Citibank Assumes a Starring Role in Asia," Wall Street Journal (August 2, 1990), p. A8.

6. Reading: "U.S. Companies in China Find Patience, Persistence, and Salesmanship Pay Off," The Wall Street Journal, September 26, 1988, p.1.
7. Reading: "U.S. Companies in China Find Patience, Persistence, and Salesmanship Pay Off," The Wall Street Journal, April 2, 1992.
8. Reading: "Ingenuity, " Forbes, December 23, 1991, p.54.
9. List of Information Sources: "International Marketing Sources, A Selective Bibliography," Michigan State University Business Library, April 1991.
10. Videotape: Doing Business in Asia, PBS, February 1992. Includes three 30-minute segments each on Japan, Taiwan, and South Korea.

INTERNATIONAL MODULE

NAME: Jane Campbell

COURSE TITLE: Business Law I - BUS 201

MODULE TITLE: International Dimensions of Business Law

DESCRIPTION OF MODULE

The purpose of this module is to introduce students to the legal environment of international business transactions. The topics selected correspond most readily to those in a "traditional", as opposed to an "environmental", business law course. Students will consider differences In world legal systems, discuss sovereignty, sovereign immunity, and the Act of State doctrine, and discuss treaties, custom, and supernational organizations as sources of law. Import and export controls and international commercial transactions will be examined, including the U.N. Convention on Contracts for the International Sale of Goods, documentary transactions and letters of credit. Contract enforcement by litigation or international arbitration will be explored.

The segments of this module may be separately introduced throughout the course or taken together as a separate part of the course dealing specially with "international business law". The segments vary in length and breadth depending on the subject. Total time for this module would be approximately 6-7 class hours.

OBJECTIVES

A. Introduction to International Law
   1. Identify major world legal systems and explain basic differences between them;
   2. Define public and private international law;
   3. Identify the sources of international, including treaties, custom, supranational sources;
   4. Describe methods and bodies for enforcing international law, and Identify the difficulties of enforcement.
   5. Explain sovereignty, citizenship, sovereign immunity and the Act of State doctrine;

B. International Business Transactions
   1. Describe the nature of the international business transaction and Identify the parties involved.
   2. Explain barriers and restrictions placed on international transactions and methods to remove (GATT, EC, free trade zones);
   3. Outline the major import/export trade laws of the United States;
   4. Identify risks common in international transactions.

C. International Contracts
   1. Explain how cultural differences affect contract negotiations;
   2. Explain the importance of dispute resolution, choice of forum, choice of law, and force majure clauses in international contracts;
   3. Describe various mechanisms for international arbitration - including UNCITRAL
   4. Evaluate litigation and arbitration as mechanisms of dispute settlement in international business transactions
   5. Describe the U.N. Convention on the International Sale of Goods
   6. Compare/contrast GISG rules on formation of contract, duties and remedies with Uniform Commercial Code.

D. Documentary Sales and Payments
   1. Describe a documentary sales transaction
   2. List the methods of payment for goods used in international sales;
   3. Define the types of letters of credit and describe their use.

METHODOLOGY

Reading/lecture/discussion: The methods of instruction will be reading of text and supplementary material, class lecture and discussion, and written synthesis of material. Case analysis will be used for reinforcement and example.

Audio-visual: Charts may be used to emphasize significant trade laws, organizational relationships, etc. Diagrams will be used to clarify relationships of parties to transactions or the flow of documents and payments.

Reading resources: Most Business Law texts have at least an introductory chapter on international law, but for many specific international business transaction topics, outside sources are necessary.

Smith, Len, et al. Essentials of Business Law and the Legal Environment. 4th West Publishing Co., 1992, Chapter 47, International Law.

Evans, Don Alan. The Legal Environment of International Business: A Guide for United States Firms. McFarland & Company, Inc., 1990. choose from Ch. 3,4,5,6 (examination of different types of legal systems).

Folsom, Ralph H., International Business Transaction in a Nutshell, 3rd ed. West Publishing Co., 1988, Introduction: From Buffalo and Burbank to Bangkok and Belgrade; Ch. 2, International Trading of Goods; Ch. 8, Regulation of Import and Exports.

Janis, Mark W. A Introduction to International Law. Boston, Little Brown, 1988, Ch. 2, Treaties.

Litka, Michael. Cases in International Business Law. PWS-KENT Publishing, 1991, selected cases.
Price Waterhouse, Doing Business In. . . various countries.

Assignments:
1. Report on government and legal system of another country.
2. Project/Report - GATT, NAFTA, Can-Am Free Trade, EX, Maastricht; or other international trade agreement news.
3. Case briefs.
4. Case problem analysis on international contracts/sales.
5. Readings in current periodicals--Wall Street Journal, business journals.

Evaluation:
1. Written quizzes and examinations
2. Written and oral presentation of briefs and projects/reports
3. Case problem assignments

Resources:

1. Texts on international business international business law:

Czenkota, Revoli, and Ronkaimen, International Business, Dryden, 1989.

Evans, Don Alan. The Legal Environment of International Business: A Guide for United States Firms. Mc Farland & Company, Inc., 1990.

Folsom, Ralph H. European Community Law in a Nutshell, 3rd ed. St. Paul: West Publishing Co., 1988.

Folsom, Ralph H. Gordon and Spanogle. International Business Transactions in a Nutshell, 4th ed. St. Paul: West Publishing Co., 1992.

Janis, Mark W. An Introduction to International Law. Boston, Little Brown & Company, 1988.

Litka, Michael. Cases in International Business Law. Boston, PWS-KENT Publishing Company, 1991.

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Schaffer, Richard, Earle and Agusti. International Business Law and Its Legal Environment. 2nd ed. St. Paul, West Publishing Co., 1963.

2. Professional

Battram, Shelly P. and Goldsweig, eds. Negotiating and Structuring International Commercial Transactions: Legal Analysis with Sample Agreements. American Bar Association, 1991.

Chia-Jui Cheng. Basic Documents on International Trade Law, 2nd Revised Ed. Dordrecht: Martinus Nijhoff Publishers/Graham & Trotman Ltd., 1990.

Sarcevic, Petar, and Volken, eds. International Contracts and Payments. London: Graham & Trotman/Martinus Nijhoff, 1991.

VonGlahn, S. Law Among Nations, latest edition.

3. Law Reviews and Journals
A Sample of journals specializing in international law and business include:
The American Journal of International Law
Harvard International Law Journal
Law and Policy in International Business
Journal of World Trade Law

4. Newspapers:
The Wall Street Journal
The New York Times
The Financial Times (London)

5. For Articles on teaching international business law, see The Journal of Legal Studies Education 1989-90 for articles: "International Business Law", "International Perspectives in Business Law Courses", "Incorporating and International Component into the Undergraduate Business Law Course", "A Primer on Teaching International Business Law to Undergraduate Students"; 1991 for article: "Letters of Credit: Teaching an Integral Part of the International Component".

INTERNATIONAL MODULE

NAME: Marilee T. Knapp, Ed.D.

COURSE TITLE AND NUMBER: Consumer Behavior Patterns - BUS 257

MODULE TITLE: International Consumer Behavior Patterns

DESCRIPTION OF MODULE

The purpose of the module is to introduce students to multinational companies, similarities and differences of consumers, psychographic and demographic profiles, consumption patterns, products usage, economic and social conditions, marketing conditions, and marketing research opportunities in various countries. The module will be utilized the final third of the course when cross-cultural consumer international perspectives are discussed. Projects may take the form of studying a new product as it is developed and introduced into the global market or a company as it develops consumer marketing strategies in the global market. Special consideration will be given to the European Community, Southeast Asia, Asia, and the US markets.

OBJECTIVES

1. Discuss the advantages/disadvantages of global marketing.
2. Discuss culture and subculture.
3. Identify language similarities/differences.
4. Discuss economic and social conditions.
5. Discuss the natural resources.
6. Discuss country and local markets; localized marketing in a diverse culture; adjusting US marketing strategies.
7. Identify consumer products in a market economy.
8. Identify consumption patterns of consumers.
9. Discuss trade restrictions.
10. Discuss marketing research opportunities.
11. Research a multinational company product to determine the consumer behavior for a new product.
12. Develop a consumer profile using psychographic and demographic analysis for a selected product.
13. Discuss basic factors which influence consumer behavior in cross-cultural markets.

METHODOLOGY

Lectures/Discussions
Approximately 6 lecture/discussion hours will be directed to this module.

Audio-Visuals
Films, charts, multinational annual reports, and advertising materials will be used during the module.

Readings/Resources

Adams, John. The Contemporary International Economy, 2nd ed., St. Martin's Press: NY, 1985.

Ambassadors' Tour 1992: The Asian Advantage Media Kit, March 25, 1992.

Automotive Parts and Components, Detroit Seminar, U.S.-ASIAN Council for Business and Technology: Washington, DC, 1992.

Baedeker, Stuttgart. Baedeker's Singapore, Prentice Hall Press, 1987.

Cleaton, Bradley. "Where the Tigers Breed," The Economist: A Survey of Asia's Emerging Economies, November 16, 1991.

Cleveland, Paul M. "A Challenge to Business America," U.S.-ASIAN Council, Paper presented Detroit, March 25, 1992.

Cleveland, Paul M. "Doing Business in Malaysia," U.S.-ASIAN Council, Paper presented Detroit, March 25, 1992.

Condon, John C. With Respect to the Japanese, Intercultural Press: Yarmouth, ME, 1984.

Copeland, Lennie and Lewis Griggs. Going International, Random House: NY, 1985.

"Cranking Up the Export Machine," U.S.News & World Report, Nov. 19, 1991.

Crone, Donald. "ASIAN Searches for Its Role in the 'New Pacific Order'," Journal of Southeast Asia Business, Vol. 7, No. 3, Summer, 1991.

"Culturgram for the '90s,"--China, CULTURGRAM, David M. Kennedy Center for International Studies: Brigham Young University, UT.

Doner, Richard F. "Foreign Investment Regimes in East and Southeast Asia," Paper presented Emory University, May 10, 1992.

Driscoll, Robert. U.S.--ASIAN Council for Business and Technology, Inc., Economic Overview (Indonesia, Malaysia, Philippines, Singapore, Thailand) Washington, DC, 1992.

Fieg, John Paul. Revised by Elizabeth Mortlock. A Common Core: Thais and Americans, Intercultural Press: Yarmouth, ME, 1989.

Friedland, Jonathan. "A Cautious Buccaneer," Far Eastern Economic Review, April 11, 1991.

Friedland, Jonathan. "Kuok the Kingpin," Far Eastern Economic Review, February 7, 1991.

Friedland, Jonathan and Doug Tsuruoka. "On the Inside Track," Far Eastern Economic Review, December 5, 1991.

Gallin, Rita S. "Rural Industrialization and Chinese Women: A Case Study From Taiwan, Working Paper #47, Michigan State University, February 1984.

Gitman, Lawrence J. and Carl Mc Daniel. The World of Business, South-Western Publishing Co.: Cincinnati, 1992.

Gochenour, Theodore. Considering Filipinos, Intercultural Press: Yarmouth, ME, 1990.

"Growth Triangle Singapore-Johor-Riau--A Guide for U.S. Investors," The Embassy of the USA: Singapore, February, 1992.

Handley, Paul. "Strength in Reverse,: Far Eastern Economic Review, July 12, 1990.

Hung, C.L. "Canadian Strategic Business Alliances in Southeast Asia: Motives, Problems, and Performance,"Journal of Southeast Asia Business , Vol. 7, No. 3, Summer, 1991.

"Indonesia Facts: At a Glance, Investment, Tourism, Trade," National Development Information Office: Jakarta, Republic of Indonesia, April, 1992.

Kingston, Jeff, "Indonesia: Developing Agenda," Journal of Southeast Asia Business, Vol. 7, No. 3, Summer, 1991.

Lambertson, David. "Remarks for Ambassador Lambertson," March, 1992.

Lee, Lim Teck, "Royalty and Business in Southeast Asia," Journal of Southeast Asia Business, Vol. 7, No. 3, Summer, 1991.

Lehner, Urban. "Asian Opportunity," The Asian Wall Street Journal Weekly, Jan. 8, 1992.

Lehner, Urban. "With Japan's Backing, Indonesia Gains a Larger Role in Regional Economy," The Asian Wall Street Journal Weekly, Jan 10, 1992.

Levy, John and Kyle McCarthy. Frommer's Southeast Asia, Simon & Schuster Inc.: NY, 1989.

Liddle, R. William. "Development or Democracy?" Paper presented University of Michigan--Southeast Asia Business Program, May 15, 1992.

Malaysia, Conway Data, Inc., Malaysia Industrial Development Authority: Chicago, IL.

Malaysia, The Facts, "Malaysian Industrial Development Authority: Chicago, IL May, 1991.

McCleery, Robert. "The Business Environment in Indonesia: Opportunities for Foreign Investors in the Current and Future Macroeconomic and Regulatory Framework," Paper Presented University of Michigan--Southeast Asia Business Program, May 15, 1992.

"News from the Michigan Department of Commerce," March 25, 1992.

Orr, Robert D. "A New 'Batting Average' for American Exports,: Paper presented US Ambassadors' Tour, Detroit, March 25, 1992.

Osborne, Milton. Southeast Asia, Allen & Unwin: Boston, 1988.

"Playtex Kicks Off a One-Ad-Fits-All Campaign," Business Week, December 16, 1985.

Pura, Raphael. "Indonesia's Bimantara Campaigns to Erase Stigma of Favoritism," The Asian Wall Street Journal, Sept. 24, 1990.

Pura, Raphael. "Sinar Mas Rides Wave of Rapid Growth in Indonesia Behind Corporate Maverick," The Asian Wall Street Journal Weekly, June 4, 1990.

Rearwin, David. The Asia Business Book, Intercultural Press: Yarmouth, ME, 1991.

Rondinelli, Dennis A. "Business Participation in the Public Services Industry in Southeast Asia: Accelerating the Pace of Privatization," Journal of Southeast Asia Business, Vol. 7, No. 3, Summer, 1991.

Rossman, Marlene L. The International Businesswoman of the 1990s, Greenwood Press, 1990.

Rubin, Amy. "Consumer Product Marketing In Southeast Asia," Paper presented University of Michigan Southeast Business Program, May 15, 1992.

Saeed, Ahmed M. and Karen W. Goodin. "Marketing in Indonesia, Overseas Business Report, Feb, 1992.

Schiffman, Leon G. and Leslie Lazar Kanuk. Consumer Behavior, 4th ed., Prentice Hall: NJ, 1991.

Schwarz, Adam. "All is Relative," Far Eastern Economic Review, April 30, 1992.

Schwarz, Adam. "Empire of the Son," Far Eastern Economic Review, March 14, 1991.

Schwarz, Adam and Jonathan Friedland. "Green Fingers," Far Eastern Economic Review, March 12, 1992.

Schwarz, Adam and Jonathan Friedland. "No Mere Middleman," Far Eastern Economic Review, Aug. 23, 1990.

Schwarz, Adam. "Strains of Growth," Far Eastern Economic Review, April, 1992.

Schwarz, Adam. "Wavering Alliance," Far Eastern Economic Review, Oct. 25, 1990.

Scott, Margaret. "Suharto Writes His Last Chapter," The New York Times Magazine, June 2, 1991.

"Singapore: Economic Trends Report," American Embassy: Singapore, July, 1991.

"Singapore Investment Climate Statement," Prepared by The Embassy of the United States of America: Singapore, June, 1990.

Soble, Stephen M. The Legal and Regulatory Environment in Asian: An Overview, Reichler & Soble: Washington, DC 1992.

Tambyah, Jasmine. "Singapore Briefing: Impact of US Economic Slowdown on Singapore-US Bilateral Trade in 1991,: No. 22, Singapore: DBS Bank, 1991.

Thiagarajan, Sivasailam and Barbara Steinwachs, Barnga, Intercultural Press: Yarmouth, ME, 1989.

Theiderman, Sondra. Bridging Cultural Barriers for Corporate Success, Lexington Books, 1990.

Tsuruoka, Doug. "Casting Off the Chains," Far Eastern Economic Review, Sept. 20, 1990.

Tsuruoka, Doug. "Renong Enriched, "Far Eastern Economic Review, Feb. 14, 1991.

Tsuruoka, Doug. "Umno's Money Machine," Far Eastern Economic Review, July 5, 1990.

Warren, William and Star Black and M.R. Priya Rangsit. Thailand, APA Publications (HK) Ltd.: Singapore, 1989.

Wenzhong, Hu and Cornelius L. Grove. Encountering the Chinese, Intercultural Press: Yarmouth, MI 1991.

"Zooming Ahead in Jakarta," Asia Week, Nov. 2, 1990.

Resources:

Alonso, William. Ed. 1987. Population in an Interacting World. Cambridge, Mass. Harvard University Press.

Berreby, David. 1990. "The Numbers Game." Discover. April pp. 42-48.

Corelli, Rae. 1989. "A Cry for Children.: Macleans. Oct. pp. 46-48.

Cunningham, William P. and Barbara Wood Saigo. 1992. Environmental Science: A Global Concern. Dubugue, Iowa. Wm. C. Brown Publishers.

Donaldson, Peter and Amy Ong Tsui. 1990. "International Family Planning." Population Bulletin. Vol. 45, No. 3.

Ehrlich, Paul R. and Anne H. Ehrlich. 1990. The Population Explosion. New York. Simon and Schuster.

Hardin, Garrett. 1989. "There is no Global Population Problem." The Humanist. July/August.

Haub, Carl. 1992. "New UN Projection Show Uncertainty of Future World." Population Today. Vol. 20, No. 2.

Hendry, Peter. 1988. (reprinted 1991). "Food and Population." Population Bulletin. Vol. 43, No. 2.

Mc Falls, Joseph A. 1991. "Population: A Lively Introduction." Population Bulletin. Vol. 46, No. 2.

Miller, G. Tyler. 1992. Living in the Environment. 7th Edition. Belmont, California. Wadsworth.

Mosley, W. Henry and Peter Cowley. 1991. "The Challenge of World Health." Population Bulletin. Vol. 46, No. 4.

Popline: World Population News Service. 1992. January-February. Vol. 14.

Population Reports. 1990. "Contraceptive Prevalence and Demographic and Health Surveys." Johns Hopkins Population Information Program. Series C, No. 10.

Sadik, Nafis. 1991. State of the World Population. UNFPA/United Nations Population Fund. Oxford, U.K. Nuffield Press.

Winch, Donald. 1987. Malthus. New York, Oxford University Press.

World Population Data Sheet. 1991. Population Reference Blureau.

INTERNATIONAL MODULE

NAME: John A. Bergman

COURSE TITLE AND NUMBER: Career Planning - CNS 115

MODULE TITLE: Careers in Other Cultures - Import/Export

DESCRIPTION OF MODULE

The purpose of this module is to get students thinking of careers that involve travel - relocation - contact with other cultures in work and leisure. It may involve working for foreign firms in this country or establishing American business in other countries or importing from and exporting to other countries. The business of export is necessary for the survival of the Michigan economy so we need people to become aware that dealing with other cultures is necessary in a global economy.

This module is basically to create an awareness of other cultures - an awareness of mutual interdependence and a realization that import/export is necessary for a world economy. Career planning should take this into consideration.

OBJECTIVES

- Concept of culture from ground zero
- multi-cultural perspectives (on sheet)
- respect cultural differences
- realize cultural similarities
- become aware of the global economy and the interdependence of countries and the importance of trade (e.g GATT, European Community, NAFTA).

The advantage of a multicultural perspective is the inclusion of ethnic and social groups as part of the society as a whole. The major difference in using the term multicultural vs. minority is that it allows each group to be seen as themselves, and not seen as a small insignificant group. It also allows for true integration, giving each group identity with themselves, as well as a larger community.

Steps to develop multicultural understanding:

- Begin with awareness
- Takes place over time
- Experiential necessary
- No one aware of or competent in all cultures
- Global perspective
- Differing values

Lectures/Discussions: Firms in the area of Oakland County: German, UK, Dutch, Japanese, etc.

Assignments

From the readings/references and other sources of information, select on of the following projects:

1. Identify a product and develop a matrix noting the cultural differences and similarities that affect consumer behavior in marketing the product in two countries to be completed in written report form and oral presentation.
2. Identify a product and develop a consumer analysis of a culture and subculture in two countries to be completed in written report form and oral presentation.
3. Identify a multinational company and analyze the similarities and differences in the product consumption; for example, Disney World in California, Florida, Japan, and France to be completed in written report for and oral presentation.

Evaluation

1. Written report
2. Oral presentation

INTERNATIONAL MODULE

NAME: Joan M. Sabourin

COURSE TITLE AND NUMBER: Chemistry and the World - CHM 100

MODULE TITLE: Solutions, Colloids, Suspensions and their Global Environmental Applications

DESCRIPTION OF MODULE

This module begins with a discussion of the local and regional environmental problems, developing the necessity for the understanding of the concepts of solutions, colloids, and suspensions, and the concentrations of solutions. After discussion of these basic concepts, continuing investigation includes a discussion of aquatic applications (water pollution, solubility of metal ions, biological and chemical oxygen demand, the need for clean water globally, methods of clean up) and atmospheric applications (sulfur and nitrogen oxides, carbon dioxide, chlorofluorocarbons and ozone depletion) and environmental applications through discussion of the planet as a "closed system" (the Law of Conservation of Mass) identifying chemistry as the unifying force for studies of environmental phenomena. An interdisciplinary approach is needed to understand and solve problems with broad communication between scientists and policy makers.

Finally, the module looks at a country other than the United States, Japan, to investigate its involvement and solution of similar environmental problems.

OBJECTIVES

To prepare students to be better able to think critically about the application of scientific concepts to every day life including

a. media reports of scientific facts and discoveries
b. advertisements that make scientific claims;

To develop the concepts of solutions, suspensions, and colloids in the context of preparing students to live in a technical global world in which science and its uses are crucial to the quality of human life;

To develop the concept of the planet as "closed system";

To encourage the development of the skill to reason intelligently about environmental problems by gaining the confidence that one can do so, even though one is not an expert.

METHODOLOGY

Lectures/Discussions:

I. Discussion of Chemical Concepts

A. Solutions, Colloids, and Suspensions
   1. Distinguishing characteristics of each
      Particle Size, solute, solvent, dispersed phase, dispersing medium
   2. Types of Solutions
   3. Types of Colloidal Dispersions

B. Solutions
   1. Electrolytes, nonelectrolytes
   2. Saturated, unsaturated
   3. Solubilities of salts in a liquid at various temperatures
   4. Concentrations
      a. percent by mass and by volume
      b. parts per million(ppm) and parts per billion(ppb)
      c. molarity

II. Environmental Applications

A. Chemistry and Global Environmental Change
   1. Concept of a "system"
   2. The planet as a closed system(Law of Conservation of Mass)
   3. Chemistry as the unifying force for studies of environmental phenomena

B. Aquatic Applications
   1. Need for clean water globally
   2. Water pollution
      --presence of metal ions
      --BOD,COD
   3. Methods of Clean up
      a. incineration
      b. bioremediation
      c. waste reduction
         --process management design
         --beneficial use of byproducts
         --individual waste reduction

C. Atmospheric Applications
   1. sulfur oxides
   2. nitrogen oxides
   3. carbon dioxide
   4. chlorofluorocarbons and ozone depletion

D. Global Environment - Interconnections

E. Japan and the Global Environment
   1. postwar economic development
   2. domestic pollution problems
   3. Japan and the Earth Summit of 1992

Audio-Visuals

1. Video - "Chemistry and the Environment" from the World of Chemistry (Annenberg Series)
2. Demonstration on solutions, suspensions, colloids; Tyndall effect using NaCl and starch
3. Overhead transparency map of Japan

Readings

Chemistry text: Solutions, Suspensions, Colloids, Concentrations of Solutions

Tolba, Mostafa K., "The Global Environment: An Overview", The Science of Global Change, ACS Symposium Series 483

Local newspapers and magazines

Assignments

1. Active participation in class discussion, including bringing in relevant articles from the local newspapers and magazines
2. Written report of the two laboratory activities
   - Testing water for ions
   - Determining the chemical oxygen demand(COD) in polluted water
3. Two typed one-page position papers from a global perspective on two of the following topics:
   - Connections between scientists and politicians
   - International public environmental policies
   - Diminishing potable water supplies globally
   - The effectiveness of Earth Summits
   - Environmental problems as interdisciplinary issues
   - Environmental problems as global issues
   - United Nations Environment Program
   - Interaction between natural global environmental processes and human activities
   - Individual ways to maintaining a natural global ecosystem
   - Assessing global river quality
   - The global effects of Bhopal (or Exxon Valdez or Chernobyl, etc.)
   - Other topics may be used with instructor's permission

Evaluation

- Completion of laboratory activities
- Position paper analysis
- Test on solutions, suspensions, and colloids, and concentrations of solutions

Resources

Castellan, Gilbert, Ben-Zvi, Nava, and Adler, Isidore. **The world of Chemistry: Study guide.** 1990. Philadelphia: Saunders College Publishing.

ChemCom: Chemistry in the Community. American Chemical Society.

Kendal/Hunt Publishing Co. Dubuque, Iowa. 1988.

Dunnette, David A., and Robert J. O'Brien, ed's 1992. **The Science of global change: The impact of human activities on the environment.** Washington, D.C.: American Chemical Society.

Elkington, John; Hailes, Julia; and Makower, Joel. 1990. **The green consumer.** New York: Penguin Books.

Hileman, Bette. **Earth summit concludes with agenda for action, but little funding.** Chemical and Engineering News. July 6, 1992. Vol. 70, No. 27.

Hillman, Howard. 1989. **Kitchen Science,** rev ed. Boston: Houghton Mifflin Co.

Hupping, Carol, Tetreau, Cheryl, Winters, and Yepsen, Roger B., Jr., ed's. 1985. **Rodale's book of hints, tips, and everyday wisdom.** Emmaus, PA: Rodale Press.

Japan antes $7.7 billion for earth pollution. Saginaw News. June 14, 1992.

Joesten, Melvin D. et al. 1988. **Chemistry: Impact on society.** Philadelphia: Saunders College Publishing.

Joesten, Melvin D. et al. 1991. **World of chemistry.** Philadelphia: Saunders College Publishing.

Jones, et al. 1990, **Laboratory manual to accompany world of chemistry.** Philadelphia: Saunders College Publishing.

Nippon Steel Human Resources Development Co. Ltd. 1988. **Nippon: the land and its people.** Japan: Nippon Steel Human Resources Development Co., Ltd.

Pearson, Earl F.: Wilkins, Curtis C.: Hunter Norman W. **Chemistry in action: Another approach to descriptive chemistry.** Journal of Chemical Education August 1988, Vol. 65, No. 8.

Ray, Dixy Lee and Guzzo, Lou. 1990. **Trashing the planet.** Washington, D.C.: Regnery Gateway.

University of Waterloo Department of Chemistry. **Chem 13 News,** February 1992, No. 210.

Stearns, Carol. **Environmental chemistry in the high school curriculum.** Journal of Chemical Education, March 1988. Vol. 65, No. 3.

INTERNATIONAL MODULE

NAME: Cynthia Ballard

COURSE TITLE: Interpersonal Communication - COM 101

MODULE TITLE: Cultural communication: When Worlds Collide

DESCRIPTION OF MODULE

Detailed bibliographies accompany outline of unit in intercultural communication focusing on non-verbal communication as it occurs within and is affected by the culture in which the communication originates. Sources for lectures as well as suggestions for videos, books and plays are included. Exercises and suggestions for activities can be modified by the user to suit his/her individual needs. Non-verbal behavior is culture bound and gestures, facial expressions, clothing, use of space, use of time, vocalizations, touching behavior and posture are all areas which are affected by cultural norms.

Broad areas of study are defined. Important terminology is discussed and assignments suggested.

OBJECTIVES

1. The student will gain a broader understanding of the terminology of intercultural communication.
2. The student will be introduced to the concept and definitions of "culture" in communication.
3. The student will be exposed to simulation exercises that develop awareness of cultural differences.
4. The student will explore opportunities to test theories of intercultural communication by first-hand encounters with people from other cultures.
5. The student will learn the diversity that exists within his/her own community.
6. The student will gain an understanding of the importance of intercultural communication.
7. The student will explore the specific area of non-verbal communication as it applies to cultural communication.
8. The student will gain an appreciation for the impact that non-verbal elements have in all forms of communication.
9. The student will become more sensitized to problems which can arise from the differences in meanings attributed to words, gestures, facial expressions and artifacts.
10. The student will be provided with further sources for explora tion and study.

METHODOLOGY

Reading/lecture/discussion: Each person using this module may personalize it to fit into many different classes. The working

bibliography provides sources in not only intercultural communication, but also in non-verbal communication. Some suggested topics might be ethnocentrism, inter-ethnic conflict, the variety and complexity of non-verbal expressions, the importance of clothing as communication, communication between America's ethnic groups, the problems with the "melting pot" theory of American immigration, culture shock, foreign students in the university setting, communication in the world of the global village, the mass media and its role in the spreading of American culture throughout the world, the responsibilities inherent in ethical communication with other cultures.

Audio-visual: A biography of movies, play and books which contain examples of various types of intercultural, inter-ethnic, cross-cultural, subcultural, and intracultural communication is attached. Individuals may choose selections that will fit in with their specific topics of discussion.

The use of visual media is encouraged. The value of literature, drama, music, and film as media for transmitting culture as well as providing ready examples of people-to-people communication is stressed. Good examples of interaction are as close as your neighborhood video store.

Reading resources:

1. Chapter 3: Cultural Influences On Communication (Gudykunst and Kim, 1992) p. 69-109. (Readings On Communicating With Strang ers)
2. Chapter 7: "Strangers in a Strange Land." (Hirschberg, 1992) P. 420-516
3. "Social Time: The Heartbeat of Culture." Levine and Wolff (Hirschberg, 1992) p. 518-524
4. Chapter 1: Approaches: Understanding Intercultural Communica tion." (Samovar and Porter, Intercultural Communication: A Reader) p. 3-62
5. Chapter 6: Nonverbal Interaction: Action, Sound and Silence.: (ibid.) p. 284-?
6. Chapter 11: "Strangers' Adaption to New Cultures." (Gudykunst and Kim, 2nd ed, 1992) p. 213-228
7. Chapter 13: Becoming Intercultural." (ibid.) p. 246-257

Assignments:

1. Self-assessment of cultural biases
2. Audience analysis of class: ethnic and cultural values
3. Values survey: assessment of values held in esteem by individ uals and culture
4. Cultural interview: student will assess another culture by talking with an individual with a clearly defined cultural group
5. Observation exercise: student will observe non-verbal behavior in his/her own culture as well as in one which is unknown to him/her

Evaluation: Students will have a choice of the following:

1. An interpersonal observation journal in which they observe and record, in detail, the non-verbal behaviors of various cultures or subcultures. Each observation will be completed by an analysis of what was observed and will correlate the findings to what the student has read or experienced in class.
2. An oral history project of taped interviews with various culture groups recording customs, traditions, stories, values and symbols.

Resources: Attached bibliographies, exercises, glossary, activities. Emphasis will be on finding the diversity in one's own community as well as looking to other countries. Every community has a rich culture heritage and students need to realize that inter-cultural communication occurs within their OWN country as well as when they journey abroad or meet people from other countries. Local international clubs, language classes, adult education classes, local businesses with international business and national and international associations provide abundant materials for study.

Archer, Dane. "A World of Gestures: Culture and Nonverbal Communication." Videotape Guide for Instructors and Researchers (Berkeley, California: 1992).

Axtell, Roger E. Gestures: The DO's and TABOO's of Body Language Around the World. New York: John Wiley and Sons, Inc., 1991.

Bellow, Saul. Henderson the Rain King. 8th ed. New York: The Viking Press, 1958.

Berko, Roy M., Andrew D. Wolvin, and Darlyn R. Wolvin, Communicating: A Social and Career Focus. 5th ed. Boston: Houghton Mifflin Company, 1992.

Boocock, Sarane S. and E. O. Schild. Simulation Games in Learning. Beverly Hills, California: Sage Publications, Inc., 1968.

Bormann, Ernest G. and Nancy C. Bormann. Effective Small Group Communication. 3rd ed. Minneapolis, Minnesota: Burgess Publishing Company, 1908.

Braganti, Nancy L. and Elizabeth Devine. The Travelers' Guide to European Customs and Manners. Deephaven, Minnesota: Meadowbrook, Inc., 1984.

Brilhart, John K. and Gloria J. Galanes. Effective Group Discussion. 7th ed. Dubuque, Iowa: Wm. C. Brown Publishers, 1992.

Carr, Jacquelyn B. Communicating With Myself: A Journal. 2nd ed. Dubuque, Iowa: Wm. C. Brown Publishers, 1991.

Casty, Alan. Mass Media and Mass Man. New York: Holt, Rinehart and Winston, Inc., 1965.

Colwell, Steve. "Someone Else's Eyes." Song. (Tuscon, Arizona: 1981).

DeVito, Joseph. Human Communication: The Basic Course. 5th ed. New York, New York: Harper & Row, 1991.

DeVito, Joseph. Messages: Building Interpersonal Communication Skills. New York: Harper & Row, Publishers, 1990.

Dodd, Carley H. Dynamics of Intercultural Communication. 3nd ed. Dubuque, Iowa: Wm. C. Brown Publishers, 1991.

Eisenberg, Abne and Ralph Jr. Smith. Nonverbal Communication. 1st ed. Indianapolis, Indiana: The Bobbs-Merrill Company, Inc., 1975.

Gamble, Teri Kwal and Michael Gamble. Communications Works. 3rd ed. New York: McGraw-Hill Publishing Company, 1990.

Gibson, James W. and Michael S. Hanna. Introduction to Human Communication. Dubuque, Iowa: Wm. C. Brown Publishers, 1992.

Gudykunst, William B. and Young Yun Kim. Communicating with Strangers: An Approach to Intercultural Communication. 2nd ed. New York: McGraw-Hill, Inc., 1992.

Gudykunst, William B. and Young Yun Kim. Readings on Communicating with Strangers. New York: McGraw-Hill, Inc., 1992.

Hall, Edward T. The Silent Language. 1973 ed. Garden City, New York: Anchor Books/Doubleday, 1959.

Hall, Edward T. and Mildred Reed Hall. Hidden Differences: Doing Business with the Japanese. Garden City, New York: Anchor Press/Doubleday, 1987.

Heinlein, Robert A. Stranger in a Strange Land. Medallionth ed. New York, New York: Berkley Publishing Corporation, 1961.

Hirschberg, Stuart. One World, Many Cultures. 1992 ed. New York: Macmillan Publishing Company, 1992.

Knapp, Mark L. Nonverbal Communication in Human Interaction. 2nd ed. New York: Holt, Rinehart and Winston, 1978.

Lean, David. "Lawrence of Arabia." Film Details culture-clash during WWI (Great Britain: 1962).

Mader, Thomas F. and Diane C. Mader. Understanding One Another: Communicating Interpersonally. Dubuque, Iowa: Wm. C. Brown Publishers, 1990.

Maidment, Robert and Russell H. Bronstein. Simulation Games: Design and Implementation. 1st ed. Columbus, Ohio: Charles E. Merrill Publishing Company, 1973.

Malandro, Loretta A., Larry Barker, and Deborah Barker. Nonverbal Communication. 2nd ed. New York: Random House, 1989.

Raser, John R. Simulation and Society: An exploration of scientific gaming. 1st ed. Boston: Allyn and Bacon, Inc., 1969.

Ratliffe, Sharon A. and David D. Hudson. Skill Building for Interpersonal Competence. New York: Holt, Rinehart and Winston, Inc., 1988.

Samovar, Larry A. and Richard E. Porter. Communication Between Cultures. Belmont, California: Wadsworth Publishing Company, 1991.

Samovar, Larry A. and Richard E. Porter. Intercultural Communication: A Reader. 6th ed. Belmont, California: Wadsworth Publishing Company, 1991.

Sheppard, M.C. ff. Malay Courtesy. Singapore: Eastern Universities Press Ltd., 1965.

Smith, Alfred. Communication and Culture: Readings in the Codes of Human Interaction. 1st ed. New York, New York: Holt, Rinehart and Winston, 1966.

Stanford, Gene and Barbara Dodds Stanford. Learning Discussion Skills. New York, New York: Citation Press, 1969.

Steves, Rick. Europe 101: History, Art and Culture for the Traveler. 2nd ed. New York: W. W. Norton & Co., 1992.

Stewart, John. Bridges Not Walls: A Book About Interpersonal Communication. 5th ed. New York, New York: McGraw-Hill Publishing Company, 1990.

Veenendall, Thomas L., Joseph A. DeVito, and Christopher B. Smith. The Interpersonal Communication Book: Instructor's Manual. 6th ed. New York: Harper Collins, 1992.

Weitsman, Madeline. The Peace Corps. 1st ed. Know Your Government. New York, New york: Chelsea House Publishers, 1989.

Wiemann, Mary O. and John M. Wiemann. Nonverbal Communication in the Elementary Classroom. Theory into Practice. Urbana, Illinois: Speech Communication Association, 1975.

Zeitlin, Arnold. To The Peace Corps, With Love. 1st ed. Garden City, New York: Doubleday and Company, Inc., 1965.

INTERNATIONAL MODULE

NAME: Robert Haight

TITLE AND COURSE NUMBER: Business Communication - ENG 112

MODULE TITLE: International Business Writing

DESCRIPTION OF MODULE

This international module is designed to show students that communication practices in business occur within the larger context of cultural values and social norms. Because of the wide variations of what a culture deems appropriate in terms of language and presentation of information, one standard of correctness cannot be applied to cross-cultural values and social norms. Business Communication traditionally has been taught using principles that are accepted in the United States as the norm. American business has discovered that when dealing with international parties its system of organizing information can lead to negative results. It has moved toward preparing correspondence with the view of its audience as the primary factor of organization. This module begins with the traditional rhetorical patterns employed in business communication in countries. After learning differences between American communication standards and those of other countries, students investigate the cultural norms of a country or area to become aware of the underlying values and perceptions that create the surface forms of language and organization of information. Finally, students present the information they have gathered on their specific area to the rest of the students in the class.

OBJECTIVES

Students in the international sections of Business Communication will:

1. Become aware of the relativity of lingual correctness from one culture or social setting to another.

2. Learn the rhetorical pattern of another culture for correspondence of positive information, negative information, and persuasive information.

3. Learn the format and diction common to the correspondence of a country unlike that used in the United States.

4. Apply the rhetorical pattern and conventional choices of information of another country or culture in correspondence of positive, negative, and persuasive information.

5. Investigate the norms, values, beliefs, and social structure of a single country or culture that affect the presentation of information in business communication and relate the findings in a formal report.

6. Share the findings of the formal report by presenting that

information to the class in an oral report.

Lectures/Discussions: Lectures and discussion on international letter writing occur in the third, fourth, fifth and sixth weeks of the class when letter and memoranda writing are discussed.

Audio-Visuals: No audio-visual materials are used.

Readings: Various journal articles on international writing are assigned to students. For a complete list, see the article in the Resources section of this module.

Assignments: The following international assignments are required of students:

- an in-class positive information letter to an audience outside of the United States
- an out-of-class positive information letter to an audience outside the United States
- an in-class negative information letter to an audience outside the United States
- an out-of-class negative information letter to an audience outside the United States
- an in-class persuasive letter to an audience outside the United States
- an out-of-class persuasive letter to an audience outside the United States
- a formal report dealing with the forces that shape language and order of information in a specific country or culture and which affect form and style in business communication to a United States audience
- An oral presentation to the class sharing the information compiled in the formal report

Evaluation: Students are evaluated with grades on each written correspondence, a grade on the formal written report, and a critique and grade on the oral presentation by the instructor. Students engage in self-evaluation for both reports and receive peer evaluations for the oral presentation.

Resources:

Dulek, Ronald and John Fielden, Principles of Business Communication. New York: Macmillan, 1990.

Haight, Robert. "Infusing a Global Perspective into Business Communication Courses: From Rhetorical Strategies to Cultural Awareness." Studies in Technical Communication (University of North Texas Press 1992).

Halpern, Jeanne W. "Business Communication in China: A Second Perspective." Journal of Business Communication 20.4 (1983): 43-54.

Hamilton, John Maxwell. Entangling Alliances: How the Third World Shapes Our Lives. Cabin John, MD: Seven Locks, 1990.

Haneda, Saburo and Hirosuke Shima. "Japanese Communication Behavior As Reflected in Letter Writing." Journal of Business Communication 19.1 (1982): 19-32.

Johnston, Jean. "Business Communication in Japan.: Journal of Business Communication 17.3 (1984): 65-70.

Kilpatrick, Retha H. "International Business Communication Practices." Journal of Business Communication 21.4 (1984): 33-44.

Lathan, M. Gerald. "Internationalizing Business Communication." Mid-South Business Journal 2 (1982): 16-18.

Nahm, Tom Kagy. "Stop Stereotyping Me." Newsweek 15 Jan. 1979: 15.

Obinkaram Echewa, T. "A Nigerian Looks at America." Newsweek 5 July 1982: 13

Pepper, Jon. "Japanese Control Stifles U.S. Managers." The Detroit News 25 March 1990: 1A.

Raybon, Patricia. "A Case of Severe Bias." Newsweek 2 Oct. 1989: 11.

Schechter, Michael G. "Internationalizing the Undergraduate Curriculum." International Education Forum 10 (1990): 15.

Treece, Marla. Successful Communication for Business and the Professions. 5th ed. Toronto: Allyn and Bacon, 1991.

Varner, Iris I. "A Comparison of American and French Business Correspondence." Journal of Business Communication 25.4 (1988): 55-65.

INTERNATIONAL MODULE

NAME: Marion Boyer

COURSE TITLE AND NUMBER: Interpersonal Communication - ENG 113

MODULE TITLE: Intercultural Variables in Nonverbal Communication

DESCRIPTION OF MODULE

Research indicates that perhaps more than 65% of communicative meaning is sent nonverbally. Our specific culture in a large part determines the nonverbal behaviors we select to encode customarily taught in the English 113 course by introducing students to the wide variety of nonverbal variations among the different cultures of the world. In addition, this module will attempt to define culture, provide specific and numerous examples of culturally bound nonverbal messages, and illustrate ways in which differences in nonverbal communication may inadvertently create conflict. Through an understanding of intercultural nonverbal communication, students will learn to overcome ethnocentric attitudes and develop insight into ways to appreciate diversity.

OBJECTIVES

Students will:

1. Gain an enhanced understanding of nonverbal communication in U.S culture.
2. Gain an enhanced understanding of the variety of differences in nonverbal communication across cultures.
3. Appreciate the strength and ambiguity of nonverbal communication.
4. Discover specific variations in proxemic, kinesic chronemic, haptic behaviors in other cultures and what role culture plays in the variations.
5. Learn to look beyond ethnocentric attitudes and accept diversity as positive.
6. Be able to apply this intercultural knowledge in some practical way to enhance interpersonal relationships.

METHODOLOGY

Lectures/Discussions: Students, through lecture and discussion, will be introduced to the various nonverbal message codes, and to various cultural differences in nonverbal behaviors. Emphasis will be placed upon student participation in experiential exercises such as role plays and game simulations to enhance understanding. In discussion, students will be encouraged to share their own personal experiences and insights about cultural differences in nonverbal communication. The emphasis will be on learning about ways in which cultural values are reflected in nonverbal communication

behaviors, and understanding the effects of high and low context, and overcoming attitudes of ethnocentrism.

Audio/Visuals: A variety of overhead transparencies will augment lectures about different kinesic forms of expression. Students will be provided with handouts or worksheets designed to teach through discovery about nonverbal communication behavior. The film The Gods Must be Crazy will be shown in part to illustrate another cultural perceptive viewpoint and how culture influences communication behavior.

Readings: Students will be required to read the text Messages about nonverbal communication. In addition students will be provided with supplementary essays in handout form about nonverbal communication in other cultures.

Assignments: At the beginning of the semester the Eng.113 students will be replaced into study groups, with 4-5 students in each group. The study groups, with 4-5 students in each group. The study group will be expected to do the following:

- select one international culture to research together -
- as a group, collect nonverbal communication information specific to and typical of their selected culture -
- meet together during scheduled class time, and outside of class if necessary, to pool their information and plan a presentation to the class -
- present orally the group's research findings to the class in 30 minute presentation which involves all group members -
- submit a group paper which summarizes the research and provides an annotated bibliography of their source materials -
- submit an individual paper which is designed to be a reflection about the group process with particular attention to group communication and difficulties that occurred due to working with others on a project

Evaluation: The group project will be evaluated several ways, which are described in detail in the syllabus, and on handouts students will receive. In brief, the student study groups will be evaluated in three areas:

- -quality of the 30 minute oral presentation (content and performance)
- -quality of the written portion of the group research project
- -peer evaluation of group members (this evaluation is made on the basis of criteria for group participation set up by each group according to behaviors they agreed were necessary for effective group performance)

Further, the student's will receive individual evaluations of their individual reflection papers which provide their analysis of the communication dynamics during group meetings.

Resources:

Axtell, R.E. (Ed.). (1990). Do's and taboos around the world: A guide to international behavior. New York: Wiley & Sons.

Axtell, R.E. (Ed.). (1990). Do's and taboos of hosting international visitors. New York: Wiley & Sons.

Axtell, R.E. (Ed.). (1992). Gestures. New York: Wiley & Sons.

Collins, R. J. (1991). Japan-think/Ameri-think: An irreverent guide to understanding the cultural differences between Us. New York: Penguin.

Fieg, J.P., & Blair, J.G. (1980). There is a difference: 17 intercultural perspectives. Washington, D.C.: Meridian House International.

Hall, E.T. (1959). The silent language. Greenwich, CT: Fawcett.

Hall, E.T. (1969). The hidden dimension. New York: Doubleday.

Hall, E.T. (1977). Beyond culture. Garden City, NY: Anchor.

Hall, E.T. (1983). The dance of life. Garden City, NY: Anchor.

Hall, E. T., & Hall, M.R. (1987). Hidden differences: Doing business with the Japanese. Garden City, NY: Anchor.

Hall, E. T., & Hall, M.R. (1990). Understanding cultural differences: Germans, French, and Americans. Yarmouth, ME: Intercultural Press.

Hirschberg, S. (Ed.) 1992). One world, many cultures. New York: Macmillian.

Kanter, R.M., and Stein, B.A. (1980). A tale of "O". New York: Macmillian.

Kelly, M.M., & DeVito, J.A. (1990). Culture shock. In Kelly, M.M., & DeVito, J.A. (Eds.) Experiences activities manual: Messages. (pp. 316-319). New York: Harper & Row.

Kras, E. (1989). Management in two cultures. New York: International Press.

Layton, M.S. (Ed.) (1991). Intercultural joyrneys through reading and writing. New York: Harper Collins.

Samovar, L.A., & Porter, R.E. (Eds.) (1991). Intercultural communication: A reader. (6th ed.) Belmont, CA: Wadsworth.

INTERNATIONAL MODULE

NAME: Pat Baker

COURSE TITLE AND NUMBER: Interpersonal Communication - ENG 113

MODULE TITLE: Nonverbal Considerations for Intercultural Communication

DESCRIPTION OF MODULE

Our shrinking globe is making it possible for people to communicate more readily over longer distances. Therefore, we need increased awareness about appropriate and inappropriate intercultural communication. This module will discuss and review the relevance of nonverbal communication from several cultures. Nonverbal behavior is one way a culture communicates its beliefs, attitudes, and values to others. Because nonverbal messages are prevalent in all cultures, we need to be aware of their importance and impact. How well we learn about our own nonverbal culture and understand the nonverbal culture of others will determine how effectively we communicate. Possible nonverbal characteristics to be studied include: appearance, gestures and movement, scent, and time.

OBJECTIVES

Students will learn:

1. to communicate respect and transmit positive regard.
2. to be non-judgmental and avoid valuative statements.
3. to personalize knowledge and perceptions and realize how our own values, beliefs, attitudes and experiences are all relative rather than absolute.
4. to display empathy and try to see things from the other person's viewpoint and cultural background.
5. to be flexible and to recognize other people's roles, social stratifications, and communication practices in their culture.
6. to tolerate ambiguity and to be able to cope patiently with cultural barriers imposed by verbal and nonverbal communication.

METHODOLOGY

Lectures/Discussions: Lectures as well as large and small group discussions will focus first on nonverbal communication in our own culture to better understand the messages we send. Since nonverbal communication cannot be discussed in a vacuum, we will also touch upon other areas of communication such as perceptions and listening behaviors. Then we will explore the nonverbal behaviors of other cultures, some in great detail. Students will be encouraged to utilize and share their personal experiences and knowledge of other cultures.

Audio-Visuals: One feature-length film, The Gods Must Be Crazy , will be shown and discussed to demonstrate how culture shapes communication and that understanding can be achieved through knowledge, empathy, and respect. Other in-class discussions will revolve around culture-related worksheets.

Readings: Students will read the textbook, Messages, specifically Chapter 7 which addresses nonverbal communication. In addition, they will be provided with a supplemental reading list to aid them in researching the nonverbal communication of a specific culture.

Assignments: Students are required to research the nonverbal communication of a specific culture. This will be done in groups and will result in a 6-8 page researched essay as well as a group presentation to the class on the culture's nonverbal communication.

Evaluation:
20%: Participation and Attendance
20%: Quizzes
20%: Research Project
20%: Group Presentation
20%: Feedback Responses

Resources:

Axtell, Roger E., ed. Do's and Taboos Around The World: A Guide to International Behavior. New York: John Wiley & Sons, Inc., 1990.

-----. Do's and Taboos of Hosting International Visitors. New York: John Wiley & Sons, Inc., 1990.

Brislin, Richard W. and others. Intercultural Interactions: A Practical Guide. (100 critical incidents). Beverly Hills, CA: Sage Publications, 1986.

Espana. Provo, Utah: Brigham Young University, 1978.

Fieg, John P. A Common Core: Thais and North Americans. Chicago: Intercultural Press, 1980.

Feig, John P. and John G. Blair. There is a Difference: 17 Intercultural Perspectives. Washington, D.C.: Meridian House International, 1980.

German Speaking People of Europe. Provo, Utah: Brigham Young U., 1978.

Gudykunst, William B. and Young Yun Kim. Communicating with Strangers. Reading, MASS: Addison-Wesley Publishing Co., 1984.

Hall, Edward T. Beyond Culture. Garden City: Anchor Books, 1977.

-----. The Hidden Dimension. Garden City: Anchor Books, 1966.

-----. The Silent Language. Greenwich, CT: Fawcett, 1959.

Hall Edward T. And Mildred Reed Hall. Hidden Differences: Doing Business with the Japanese. Garden City: Anchor Press, 1987.

-----. Understanding Cultural Differences: Germans, French and Americans. Yarmouth, Maine: Intercultural Press, 1990.

Koreans. Provo, Utah: Brigham Young U., 1977.

People of Brazil. Provo, Utah: Brigham Young U., 1977.

People of Japan. Provo, Utah: Brigham Young U., 1979.

People of the Philippines. Provo, Utah: Brigham Young U., 1977.

People of the Thailand. Provo, Utah: Brigham Young U., 1978.

Richmond, Virginia P., James C. Mc Croskey, and Steven K. Payne. Nonverbal Behavior in Interpersonal Relationships. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1987. (Ch. 15: "Intercultural Relationships").

Sarbaugh, L. Intercultural Communication. Rochelle Park, NJ: Hayden, 1979.

Sikkema, Mildred. Design for Cross-Cultural Learning. (Guam). Yarmouth, Maine: Intercultural Press, Inc., 1987.

INTERNATIONAL MODULE

NAME: Jan Aslanian

TITLE AND COURSE NUMBER: College Writing I - ENG 110

MODULE TITLE: The Global Village

DESCRIPTION OF MODULE

The four modular themes are: The West and the World, Women and Men, Work, and Ideology and Politics. Each theme focuses on some universal aspect of human experience. In addition to the cross-cultural readings and essay assignments accompanying each of the four themes, students will learn mechanical and grammatical skills inherent in all well-developed writing. Furthermore, students will learn to locate sources in a library and to use appropriate research documentation.

OBJECTIVES

After completing the four global awareness themes, students will have demonstrated the following skills:

1. Defined the term global village
2. Identified countries on a world map
3. Located sources in the library
4. Used MLA documentation properly
5. Written an essay from each of the six themes exploring a universal aspect of human experience
6. Participated in class discussion with international students
7. Presented orally research project addressing an international problem

METHODOLOGY

Lectures/Discussions:

1. Lectures on the theme of each module designed to introduce students to universal experiences shared by many cultures
2. Tour of the LRC
3. Small group discussions exploring the implications of the text selections
4. One informal small group discussion with KVCC international students

Audio-Visuals:

1. Maps
2. Various sources supplied by students during research
3. Additional readings by students to support essay theses
4. Videos pertaining to the four modular themes

Readings:

1. Selected readings from each of the four modules found in the course text
2. Additional readings by students to support essay theses

Assignments:

1. Essays of 500-750 words focusing on the theme of each of the four modules. Each essay will allow the student to practice the following rhetorical styles of organization: argument, classification, comparison and contrast description, narration, process analysis
2. Daily assignments practicing the mechanical and grammatical aspects of writing
3. Peer group critiques of each essay
4. Extra credit: attend and review an international/multicultural event (lectures, plays, art exhibits, musical performances, etc.)

Evaluation:

1.	Research paper	150	
2.	Five essays	500	
3.	Daily assignments	110	
4.	Quizzes	40	
5.	Oral Presentation	20	Total points 820

Resources:

1. Materials from MSU workshop (supplied by Pat Cherpas)
2. Ourselves Among others: Ourselves Among Others: Cross Cultural Readings for Writers by Carol J. Verburg
3. Simon & Schuster Concise Handbook by Lynn Troyka

INTERNATIONAL MODULE

NAME: Pat Cherpas

COURSE TITLE AND NUMBER: College Writing I - ENG 110

MODULE TITLE: Point of View

DESCRIPTION OF MODULE

This module is one of eight units in English 110 and thus represents one-eighth of the student's work and grade. It is the seventh unit in the course. Prior units teach students (among other skills) various organizational strategies for compositions and ways of locating and documenting sources of information. Thus, upon reaching this unit, students should be able to use these skills to gather information and organize and develop their essays.

This unit prepares students to write one of the six required essays for English 110. The unit has three parts:

1. Students will collect a portfolio of materials consisting of background information for the essay: 15 points.

2. Students will participate in class activities designed to increase awareness of their views and assumptions about their own and other cultures. These activities include a peer review of other students' essays: 5 points.

3. Students will write the essay and revise it after it has been graded: 30 points.

OBJECTIVES

By completing this unit, students will demonstrate the following skills:

1. Give concrete examples of the term global village.
2. Identify countries on a world map.
3. Locate sources in a library.
4. Use documentation (MLA or APA) appropriately.
5. Write an essay on a familiar phenomenon in one culture from the viewpoint of a person from another culture.

METHODOLOGY

Lecture/Discussions:

1. Lecture on viewing the world as a global village and discussion of stereotypes
2. Library tour
3. Small group discussions (select essay topic, develop essay topic)

Audio-Visuals: 1. Maps
2. Variety of sources collected by student portfolios

Readings: 1. "The Sacred Rac" by Patricia Hughes
2. Variety of sources collected by student portfolios

Assignments: 1. See "Unit 6 Objectives: The Portfolio and the Essay."
2. See "Peer Review for the Unit 6 Essay."
3. See "Grading Criteria for the Unit 6 Essay."

Resources: The instructor used the following resources to prepare this unit:

1. Materials from Dr. Kelleher's workshop.
2. Crazy English by Richard Lederer.
3. Memo of January 10, 1990, from Marilyn Schlack to Nancy Cretsinger.
4. Ourselves Among Others: Cross Cultures Readings for Writers, by Carol J. Verburg.

INTERNATIONAL MODULE

NAME: Roslyn Weedman

COURSE TITLE AND NUMBER: College Composition - ENG 112

MODULE TITLE: Local Cultures/Global Issues

DESCRIPTION OF MODULE

This module will consist of a double section (approximately 40 students), fully coordinated Learning Community combining PSY 211 and ENG 112 under the theme of "The Role of Control" which will be taught by two instructors who will generally be present in the classroom with the students for the entire 7 hours per week. This will take place Winter Semester, 1993, and will have the support of the learning Communities Coordinator at Delta College. The course will be divided into four parts, each part combining principles of psychology as they unfold in the student text and coordinated writing assignments bringing to bear student research, reading of texts, and seminars. Part 1 might be called "Roots". Students will trace locally their own background applying scientific method and oral history. Part 2 will be on "Mass Media". We will focus on the treatment of marginalized groups, "others" particularly foreign groups within and without the United States, and the shaping of norms and attitudes through mass media. Part 3 will focus on "Roles of Men and Women". This part will consider masculine and feminine culture as different cultures. Both local, national, and international gender issues will be relevant. Part 4 will focus on "Poverty". We will look closely at poverty of marginalized majority groups in South Africa and extrapolate the effects of poverty to local issues. The focus of the entire course will be on local, national, and international issues of power and control of marginalized groups as they relate to race, class, and gender.

OBJECTIVES

Specific course objectives are to insure students learn certain necessary principles of psychology before moving on to other psychology courses and that students further their competence in the writing of researched based essays. In addition, students will learn both the value of and the skill of collaborative learning and work; to think critically about issues that both connect with and at first seem beyond their own individual worlds; to analyze in sophisticated and integrated ways issues of race, class, gender, and marginalization, both at home and abroad.

Lectures/Discussions: There will be some lecturing on principles of psychology as well as an occasional lecture on literature and composition. Discussion will be the primary focus of student learning. Students will be placed in "permanent" small groups that become their study groups for the semester as well as groups that

are given specific tasks to bring back to the larger group in various ways. The other principle discussion method employed will be almost weekly seminars that are quite formalized and will require preparation, organization, and participation by all class members. Seminars will focus on readings.

Audio-Visuals: We will use some film and overheads for instructional purposes as well as encouraging students to produce their own audio-visual material to share with others.

Readings: A psychology textbook; Kaffir Boy by Mark Mathabane; Being There by Jerzy Kozinski; The Handmaid's Tale by Margaret Atwood; and Mango Street by Sandra Cisneros. Each small group will probably reading one of a series of "Opposing Viewpoints" books. Other readings will be student selected on an individual or small group basis.

Assignments: Student writing will consist of 1) an oral history as they discover their own backgrounds; 2) two or three other research based essays on other sections of the class (poverty, roles of men and women, etc.); 3) scientific-type writing based on experiments and research; 4) essay tests and quizzes. Students will also have a project to investigate and present which they can arrive at themselves but which must relate to the issues of marginality and cross-culturalism centered by the course.

Evaluation: Individual student evaluation will be based on test results and paper grades as well as grades on other projects such as their presentations and seminar work. Furthermore, we will be setting up probably two other kinds of assessments; 1) a comparison of this group with other groups in general psychology; and 2) an assessment of cognitive development perhaps using the Perry model (this part is still under consideration).

Resources:

Atwood, Margaret. The Handmaid's Tale. New York: Fawcett Crest. 1985.

Cisneros, Sandra. The House on Mango Street. New York: Vintage Books. 1989.

Kozinski, Jerzy. Being There. Toronto: Bantum Books. 1971.

Male/Female Roles: Opposing Viewpoints. St. Paul: Greenhaven Press. 1989.

The Mass Media: Opposing Viewpoints. St. Paul: Greenhaven Press. 1989.

Mathabane, Mark. Kaffir Boy. New York: Signet Books. 1966.

Poverty: Opposing Viewpoints. St. Paul: Greenhaven Press. 1989.

Huffman, Karen, Mark Vernoy, Barbara Williams, Judith Vernoy, Psychology in Action. New York: John Wiley & Sons. 1991.

Sebranek, Partick, Verne Meyer, Dave Kemper. Writers Inc. Burlington, WI: Write Source. 1990.

(Films will be selected by the Learning Community.)

INTERNATIONAL MODULE

NAME: Christopher G. Stanglewicz

COURSE TITLE AND NUMBER: Introduction to Data Processing - CIS 101

MODULE TITLE: Effect that Cultural Diversity has on Data Processing direction and evolution.

DESCRIPTION OF MODULE

The purpose of this module is to introduce a self-contained two week module on the impact cultural diversity has on the development and direction of Data Processing. It can be utilized during any part of the course. The module examines from both a hardware and software perspective the effect that culture may have on its current and future development. The module examines past, current and future needs for the data processing industry. The basics of hardware and software are discussed. In addition it examines the benefits of a diverse work team as contrasted to individual projects.

OBJECTIVES

1. Describe the evolution of computers.
2. Describe the role and function of the personal computer in industry, government and society and the effects it has had on the evolution of the industry.
3. Explain the technology in pen based computing from a hardware and software perspective and indicate what the potential benefits are in utilizing this technology.
4. Explain and describe SSA and its impact on software development.
5. Describe the effect that a diverse work team has on the development of application software.
6. Describe the difference between application programs and operating systems.
7. Describe the difference between structured programming and conventional programming.
8. Describe what it means to manage a diverse work force.
9. What is the role of Data processing in shaping society.
10. What effect does cultural diversity have on building a team for the 2000 and beyond.

METHODOLOGY

Lectures/Discussions:
Approximately 5 lecture/discussion hours will be devoted to examining this module. Lectures will be based on material from appendix and outside readings. Discussions will be based on current events/topics within the industry itself. The Socratic method of instruction should be utilized to draw out the students and make the most of the learning experience. Lecture and discussion should be equally split 50/50.

Audio-Visuals: The lectures will use several overhead graphs to depict hardware and software development costs historically and projections for the future.

Readings:

1. An introduction to pen based computing. (Power Programming); Ray Duncan, from PC Magazine, January 14, 1992, p.415.
2. The computer for people who are scared of keyboards. (pen based I/O): Barbara Buell, Business Week, March 18, 1991, p.122.
3. Computing on the Go. (Go Corp.'s PenPoint operating system): Henery Bortman, Macuser, March 1991, p.202.
4. Impression of Go and PenPoint. (go Corp and it PenPoint operating system): Owen Linderholm, Byte, February 1991, p.218.
5. The wired classroom; American education goes on-line: Bruce Watson, Phi Delta Kappan, October 1990, p.190.
6. The Pen-PC market is moving half steam ahead: Kathy Rbello, Information Processing, March 30, 1992, p.82-83.
7. In search of Henery Ford: Lawerence J. Best, Information Week, May 18, 1992, p.84.
8. A diverse work force builds on differences: Anthony Neely, Detroit Free Press, April 27, 1992, p.82-83.
9. Beyond Race and Gender: T. Roosevelt Thomas Jr., P1-59.
10. The Future - Micro, Minis, Mainframes, or Networks: Steve Cisler, Database, p.114-116.
11. An Introduction for Computers and Information Processing: Robert A. Stern, Nancy Stern, p.2-37, 714-732.

Assignments:
Research current topics in data processing as they relate to the development of new software packages (system or application) and the development of new hardware which will be incorporate into existing systems or future systems.

Evaluation:
Write a paper on where the industry is going to be in the next 5 years. Based on research conducted.

Resources
For Students:

1. Duncan, Ray, An introduction to pen based computing. New York, PC Magazine, 1992.

2. Buell, Barbara, The Computer for people who are scared of keyboards. (pen-based I/O): Business Week, New York, McGraw Hill, 1991.

3. Bortman, Henery, Computing on the Go. (Go Corp.'s PenPoint operating system): New York, Macuser, 1991.

4. Linderholmm, Owen, Impression of Go and PenPoint. (go Corp.'s PenPoint operating system): Byte, New York, McGraw Hill, 1991.

25. Watson, Bruce, The wired classroom; American education goes on-line: Phi Delta Kappan, 1990.

6. Rbello, Kathy, The Pen-PC market is moving half steam ahead: Information Processing, New York, McGraw Hill, 1992.

7. Best, Lawrence J., In search of Henery Ford, Information Week, New York, McGraw Hill, 1992.

8. Neely, Anthony, a diverse work force builds on differences, Detroit Free Press, Detroit, Michigan, 1992.

9. Thomas, T. Roosevelt, Race aden Gender, New York, American Management Association, 1991.

10. Cisler, Steve, The Future - Micro, Minis, Mainframes, or Networks, Database, New York, McGraw Hill, 1991.

For Instructor:

1. Morton, Micheal S. Scott, The Corporation of the 1990's, New York Oxford Press, 1990.

2. Bardwick, Judith M., Danger in the Comfort Zone, New York, American Management Association, 1991.

3. Stallings, Hutchinson, Sawyer, Computers The User Perspective, St. Louis, Times Mirror/Mosby College Publishing, 1991.

4. Stern, Nancy, Stern, Robert, An Introduction for Computers and Information Processing, New York, John Willey & Sons.

5. O'Leary, Timothy J., Computer Essentials, New York, McGraw Hill, 1991.

6. In addition all student references.

INTERNATIONAL MODULE

NAME: Theo S. Sypris

COURSE TITLE AND NUMBER: Macroeconomics - ECO 201

MODULE TITLE: International Trade and Finance

DESCRIPTION OF MODULE

The purpose of this module is to introduce a self-contained three week module on International Trade and Finance. It will be offered during the later part of the semester. I feel the student would be adequately prepared by the later part of the semester to see the importance and interdependence of countries' well-being on global trade and finance. The module presents the rudiments of international trade theory and explores major benefits and problems arising from trade. Several arguments are offered in support or against free trade, as well as reasons and trade-offs for protectionism. Empirical data on trade and trading patterns of the US, EC, Japan, China and some Third World countries are examined. The international payments flow is examined and the accounting system for international transactions is explained. The basic elements of international currency exchange are discussed, as well as, how the relative value of a currency is determined. Finally, the historical evolution of the different exchange rate regimes is briefly discussed, with emphasis on the present one.

OBJECTIVES

1. Describe, in general, the situations in which traders will gain from trade.
2. Distinguish between absolute and comparative advantage.
3. Explain that the sources of the gains from trade spring from improved productivity.
4. Explain and calculate exchange ratio ranges and limits.
5. Present and evaluate four anti-trade arguments.
6. Present and evaluate five pro-tariff arguments.
7. Explain why protectionism resolves into a choice between the interests of consumers and producers.
8. Identify how the international value of the dollar is measured.
9. Explain and distinguish the different components of the Balance of Payments for international transactions.
10. Identify the participants in the current and capital markets, and show how the exchange rate will adjust as the demand for and supply of dollars change.
11. Explain the balancing trade-offs between current and capital accounts.
12. Explain why an overvalued (undervalued) dollar causes unemployment or inflation.
13. Describe the positive and negative effects of a flexible

exchange system.

14. Describe the positive and negative effects of a fixed exchange system.
15. Outline the purpose and application of exchange controls.

METHODOLOGY

Lectures/Discussions: Approximately 9 lecture/discussion hours will be devoted to this module. There is more content and materials to present or discuss on international trade than on international finance. The assignment of case studies (e.g. foreign investments in the USA, US investments overseas, EC system, the US-Canada Free-Trade Agreement) will enhance the theory of lectures and stimulate discussion.

Finally, lectures will incorporate practical applications of table analyses on trade and financial data of the US, EC, Japan and Third World countries.

Audio-Visuals: Several graphs will be presented and discussed (e.g. Two-country foreign exchange market, foreign exchange market for the dollar, fixing foreign exchange rates, trade in a single commodity, gains and losses from trade in a single commodity). Several tables will be presented and analyzed (e.g. The USA international account balances in five-year internals for 1967-87, Balance of Payments stages, The USA trade balances with other countries, trade of other selected countries).

Readings:
1. Exchange Rates, International Balances, and International Finance, chapter 19, Economics, by Bronfenbrenner, et al.
2. Free Trade versus Protection, chapter 36, Economics, by Bronfenbrenner, et al.
3. Creating comparative advantage: Bruce Scott, from U.S. Competitiveness in the World Economy, p. 75-102.
4. U.S. Competitiveness: Beyond the Trade Deficit: George Hatsopoulos from Science, July 15, 1988, vol. 241, p. 299-307.
5. Trade conflicts of the 1980s: Robert Girling, from Multinational Institutions in the Third World Management, Debt, and Trade Conflicts in the International Economic Order, p. 118-130.
6. Import substitution versus export promotion: Anne Krueger, from Finance and Development, June 1985, p. 20-23.

Assignments:
1. Table analysis on International Account Balances.
2. Problems on exchange rates, interest rate parity and purchasing power parity.
3. Readings.

Evaluation:
1. Test #4.
2. Comprehensive final examination.
3. Table analysis and problems assigned.

Resources:

1. International Trade and Investment, Franklin R. Root, 1990, South-Western Publishing Co.
2. International Economics, Dominick Salvatore, 1990, MacMillan.
3. The World Economy: Trade and Finance, B. Yarbrough and R. Yarbrough, 1991, Dryden Press.
4. International Economics: A Policy Approach, Mordechai Kreinin, 1991, Harcourt, Brace, Jovanovich Publishers.
5. International Political Economy, J. Frieden and D. Lake, 1991, St. Martin's Press.
6. American Trade Politics: System Under Stress, I.M.Destler, 1986, Institute for International Economies.
7. America in the World Economy: A Strategy for the 1990s, C. Fred Bergsten, 1988, Institute for International Economies.
8. International Economics, S. Husted and M. Melvin, 1990, Harper and Row Publishers.
9. U.S. Competitiveness: Beyond the Trade Deficit, George Hatsopoulos from Science, July 15, 1988, vol. 241, p. 299-307.
10. Import Substitution versus Export Promotion, Anne Krueger, Finance and Development, June 1985, p. 20-23.
11. Europe's Internal Market: The Economist, July 9, 1988.
12. At Stake in the U.S.-Canada Free Trade Agreement: Modest Gains or a Significant Setback, Jane S. Little, New England Economic Review, May/June 1988, p. 320.
13. The International Monetary System: Should it be Reformed?, Jacob Frenkel, American Economic Review, May 1987, p. 205-210.
14. World Business, A Wall Street Journal Report, Friday, September 21, 1990 (R1-R40).

INTERNATIONAL MODULE

NAME: James Payne

COURSE TITLE AND NUMBER: Macroeconomics - ECO 201

MODULE TITLE: The Impact of International Trade on U.S. Growth, Employment, and Inflation

DESCRIPTION

A series of activities to increase awareness of the importance of world trade as an integral part of the U. S. economy. The module will be implemented in several topics of the course. The activities will include lecture, video tape, "think" papers, and perhaps a computer simulation. The module will bridge the gap between theory and the real world.

Microeconomic (ECO 202) covers in detail the mechanics of international trade including topics such as balance of payments and exchange ratios. These topics are not covered in this course.

OBJECTIVES

By the end of the module the students should be able to

1. Explain how specialization and trade create value.
2. Explain how costs and tariffs are a barrier to trade.
3. Explain the concept of comparative and absolute advantage.
4. Cite examples of regions that have benefited from trade.
5. State the relative importance of world trade to the U.S. economy.
6. Describe the role of exports/imports in U.S. economic fluctuations.
7. Describe the problems of international trade and the individual business.
8. Describe the impact of trade on the economic stabilizing tools (fiscal and monetary) of the government.

METHODOLOGY

Lectures/Discussions: There are sixteen units in the course. Not all units lend themselves to international treatment. I have selected twelve of the sixteen for including international topics. After some experience I expect changes may be needed in the number of units where international learning is included. Each unit and its specific international topics are listed below.

Topic	International
1. The Economic Approach	Distribution of resources throughout the world.
2. Some Tools of the Economists	Trade Creates value. Comparative and absolute advantage. Advantages of Specialization.
3. Supply, Demand and the Market Process	Impact of foreign trade on market supply and demand.
4. Supply and Demand for the Public Sector	Impact of politics on trade.
5. Government Spending and Taxation	[none]
6. Taking the Nation's Economic Pulse	Size of international sector. GDP and international profits.
7. Economic Fluctuations, Unemployment, and Inflation	Inflation in other countries. Impact of our inflation/recession on other countries and their's on our economy.
8. An Introduction to Basic Macroeconomic Markets	Impact of international trade on the resource and loanable funds markets.
9. Working with Our Basic Aggregate Demand/Supply Model	Impact of changes in the world economy.
10. Keynesian Foundations of Modern Macroeconomics	[none]
11. Modern Macroeconomics: Fiscal Policy	The budget and world order.
12. Money and the Banking System	[none]
13. Modern Macroeconomics: Monetary Policy	The value of the dollar in world markets.

International topics continued:

Topic	International
14. Expectations, Inflation and Unemployment	[none]
15. Stabilization Policy, Output, and Employment	The role of world events in forecasting economic activity.
16. Budget Deficits and the National Debt	Impact of foreign investments on the public debt.

Audio-Visuals

1. "Free to Choose" video series by Milton Friedman. These have been updated (1989).

2. Overheads and graphs are available from the publisher of the text. These include various depictions of figures shown in the text.

Readings: The focus will be on the current events impacting the U.S. economy and not on the theory. As stated above the theory is covered in microeconomic. The readings will be:

1. A series of newspaper articles have been collected and will be made available to the students. These articles include current figures on trade, debates on the pros and cons of tariffs, and in particular on the "Japan bashing" that occurred primarily during 1991.

2. I will collect and ask the students to collect and read articles concerning international trade topics that are impacting the U.S. economy. A one-page paper is to be written for each article that receives credit.

   Example: Current articles focusing on the following should appear in major newspapers and magazines.

   Canada/USA free trade agreement
   "Japan Bashing"
   Mexico/USA free trade agreement
   Developing European Common market/currency

3. The study guide that is available with the text includes some "classic" articles regarding international trade.

Assignments:

1. Six one page "think" papers on articles. Each paper will devote one half page to a summary and one half page to a reaction/analysis. About three papers will have the topics specifically assigned and three will be selected by the student.

2. One session of role playing. A current topic such as "Should the U.S. allow Canadian lumber enter our market duty free?" will be selected and the class will be divided into groups to represent the interested parties of U.S. lumber industry, U.S. building industry, Canadian lumber industry, U.S. consumers (home owners), and U.S. Government - Trade Agencies.

Evaluation: The international topics are included within the basic material and will be evaluated within the context of the complete course as outline in the class syllabus. The evaluation includes the papers, quizzes, and unit tests.

Resources:

1. "Looking for Quality in a World Marketplace"; American Society For Quality Control 1991.

2. Gaining From International Trade, Chapter 31 from Economics, Private and Public Choice by Gwartney and Stroup 6th edition.

3. The Power of the Market, Chapter 1 from Free to Choose by Milton Friedman.

4. "The Power of the Market" video tape Free to Choose series HBJ publishing.

5. U.S. International Transactions Chapter 5, from Real World Applications, The Wall Street Journal Workbook by Michael Lehmann.

6. "The Pluses and Pitfalls of Protection - Crossing the Line From Talk to Action" from Economics in the News by Pleeter and Way.

7. "Made in the USA by Foreign Enterprise - The Takeover of American Industry" from Economics in the News by Pleeter and Way.

8. "Boosting Growth with Immigration" from The Margin Fall 1991.

9. Other readings will be added to the list as they become available in the printed media.

INTERNATIONAL MODULE

NAME: Ron Cipcic

COURSE TITLE AND NUMBER: Principles of Macroeconomics - ECO 201

MODULE TITLE: Internationalizing "Principles of Macroeconomics"

DESCRIPTION OF MODULE

The U.S. macroeconomy is becoming increasingly interrelated with the other major macroeconomies of the world. Real and perceived international boundaries are crumbling. Accordingly, the artificial boundaries that we academicians have traditionally placed between "domestic economics" and "international economics" should come down. It is my belief that the United States can no longer be approached as a "closed economy" even at the most rudimentary of economics courses. In the past, I treated "international economics" as a separate topic to be covered at the end of my macroeconomics course, time permitting. Now I am making "international economics" a priority by integrating it throughout the course. For instance, during the first week that my macroeconomics course meets. I will present the case for trade, including international trade, by having my students work through a Ricardian "comparative advantage" problem. I believe that the tone will be set from the first week of clews that the "international" is inextricably linked with the "domestic." Internationalizing my macroeconomics course has allowed me to develop some additional material for my students. More importantly, it has required me to rethink my entire course. It has been and will continue to be a challenging but rewarding task.

OBJECTIVES

Upon successfully completing the components of the module, students can:

* explain the arguments for and against international trade
* demonstrate (using two dimensional diagrams) how "world" prices are determined
* illustrate a complex circular flow model that incorporates major trade and capital flows
* calculate a country's trade balance, capital balance and balance of payments
* list the major difficulties in measuring trade and capital flows
* explain how trade restrictions affect a country's trade balance
* list the factors that improve or hinder a country's international "competitiveness"
* identify the key factors that affect a country's net exports

* demonstrate (using two dimensional diagrams) how "domestic" economic problems e.g., inflation, unemployment, etc. have international ramifications

METHODOLOGY

Rather that presenting international economics as a separate topic in my course, it will be integrated throughout the course. This necessitates a complete rewriting of my unit study guides, the production of several new course handouts and extensive modification of examinations. The course will continue to be of the lecture/discussion variety given the number of students I am instructing in each section. I will continue to give my students copies of relevant articles from current periodicals with an eye towards "beefing up" my international selections.

Resources:

International Economics, Lindert, Ninth Edition, Irwin Publishers.

Economics, Bronfenbrenner, Sichel, Gardner, Third Edition, Houghton Mifflin Publications.

A variety of Wall Street Journal and other Periodical articles.

INTERNATIONAL MODULE

NAME: Ludger Brinker

COURSE TITLE AND NUMBER: Introduction to the Novel - ENG 261

MODULE TITLE: Introduction to Chinua Achebe's Things Fall Apart

DESCRIPTION OF MODULE

Since its publication in 1958, Chinua Achebe's novel, Things Fall Apart, has become the best known and most successful novel written by an African writer about Africa. Over three million copies have been sold, and the work has been translated into more than thirty languages. From this point of view, the novel has been immensely successful.

But for American undergraduates, a novel which is deeply rooted in African (especially Ibo) religious, social, cultural, and political history, presents several problems: they have scant knowledge of African geography and history; they have hardly any concept of colonialism and imperialism as it was employed by European powers in Africa throughout the nineteenth and twentieth centuries; and they have no immediate recognition of the effects of the direct involvements of their own government in the affairs of Central or South America. Thus, the action of the novel, the fictional recreation of the subjugation of the Igbo people, comes as a shock to many students, a shock which may, however, encourage them to take a closer look at their own society in the light of recent political and military events.

At the same time, the book is eminently readable and can thus be enjoyed by students who do not have a background of extensive reading. The characters are immediately accessible, the work's themes are clearly developed, and the language employed is simple and direct. For these reasons, the novel is also an ideal vehicle to introduce students to general concepts of literature, while at the same time presenting the instructor with an opportunity, especially when assigning the work in conjunction with, let's say, Joseph Conrad's The Heart of Darkness, to provide an introduction to postcolonial fiction in English, and to demonstrate that there is another canon of literature, not based on a Eurocentric model, which is as valid to know as it is to be cognizant of one's own cultural heritage.

The module itself consisted of four class periods, divided into lecture and discussion time. The lectures provided necessary background information to students, and the discussion time was utilized to explore issues that students and instructor felt were important to an understanding of the novel.

OBJECTIVES

The objectives behind assigning any work of art, especially in an introductory course, are manifold. For Things Fall Apart, however, besides including the usual, such as plot, character, language, symbolism, and the like, another set of objectives comes into play. These additional objectives are that students:

1. gain adequate knowledge of pre-Colonial African history, culture, sociology, and religion, especially of the Igbo people.

2. recognize the philosophical ideas which underlie colonialism and the effects of colonial expansion and rule on the indigenous population.

3. realize that most current-day conflicts in Africa are a direct legacy of colonial rule.

4. understand that Eurocentric models of understanding are not sufficient in an attempt to evaluate African culture.

5. see Achebe's role of cultural mediator. While the action of the novel itself is not inaccessible to American students, many actions and beliefs need special explanation.

6. recognize the context of political and cultural nationalism at the end of the colonial period out of which Achebe wrote the novel.

7. understand the reason why Achebe chose to write the novel in English and not Igbo.

8. recognize the function of gender roles in Igbo society, understand its cultural significance and apply this understanding to gender roles in American culture.

9. understand the way in which Achebe drew on traditional sources and made them into a coherent whole in his novel. This applies especially to Achebe's use of the proverb.

METHODOLOGY

Lectures/discussions:

Week One:
a) Lecture on African geography and history
b) Lecture on colonization of Africa
c) Lecture on Chinua Achebe's career
c) Discussion of plot line of Things Fall Apart

Week Two:
a) Lecture on African independence movements from 1940 through the present
a) Discussion of Things Fall Apart on the basis of the preceding week's lectures

Audio-Visuals:

Week One: None

Week Two: PBS Video: Interview with Chinua Achebe and Bill Moyers on World of Ideas

Readings:

Achebe, Chinua. Things Fall Apart

On reserve: Achebe, Chinua. "The African Writer and the English Language." in Morning Yet on Creation Day.
Moyers, Bill. "Chinua Achebe: Nigerian Novelist." Transcript of PBS Interview.
Wren, Robert: Achebe's World.

Assignments:

Week One: Read "Part One" of Things Fall Apart.
Read selected chapters in Wren according to individual interest.

Week Two: Read "Part Two" of Things Fall Apart.
Read Achebe "The African Writer and the English Language."

Evaluation:

Short, five-minute quizzes at the end of each class period to ascertain that students understand materials presented and issues discussed.

RESOURCES

The following constitutes a short bibliography of materials on Achebe and his world:

Innes, C.L. Chinua Achebe. Cambridge: Cambridge University Press, 1991.

Innes, C.L., and Bernth Lindfors, eds. Critical Perspectives on Chinua Achebe. Washington, D.C.: Three Continents Press, 1978.

Lindfors, Bernth, ed. Approaches to Teaching Achebe's 'Things Fall Apart'. London: Edward Arnold, 1977.

Wren, Robert. Achebe's World: The Historical and Cultural Context of the Novels of Chinua Achebe. Washington, D.C.: Three Continents Press, 1980.

INTERNATIONAL MODULE

NAME: Susanna Defever and James Neese

COURSE TITLE AND NUMBER: Composition, Literature, Research - ENG102

MODULE TITLE: Literature of Africa: From the Classic to Contemporary

DESCRIPTION OF MODULE

The purpose of this module is to introduce African literature to English 102 (Composition II) students, using a three to four week lesson plan. It is recommended that this module be implemented during the second half of the semester since it requires careful, open-minded thinking, reading, and writing.

Beginning with the Western European perspective of Africa, through the reading of the Conrad classic. Heart of Darkness, the module will identify and discuss the preconceived notions and misconceptions that many people have about the African continent, its people, and its diverse cultures. From that point, the students will be introduced to the realities of African past and p resent, using a variety of literary works, i.e. poetry, short stories, novels, plays, films, etc. Topics such as imperialism, censorship, family, and social class will be used to guide the students toward a better understanding of the African people and themselves as well.

> "The problem of the 20th century is the problem of the colour line." - W.E.B. DuBois (1903)

OBJECTIVES

1. To gain knowledge and understanding of the history and heritage of Africa, primarily through its literature.
2. To understand the impact and influence of Africa upon the rest of the world, especially America.
3. To be aware of the diversity and commonality of culture and ethnic heritage.
4. To be aware of the history and evolution of Africa into ethnically diverse nations.
5. To be aware of perspectives, traditions, and contributions various African cultures and ethnic groups.
6. To locate on a map the various countries of Africa and understand key relationships of economy, history, and politics that unite and/or separate them.
7. To learn major events that shaped this changing continent.
8. To identify unique characteristics of African familial

cultures and values as revealed in literature.
9. To introduce students to fiction, poetry, and plays of African writers.
10. To provide an opportunity to explore the lives of major African authors.
11. To recognize the power of language through an awareness of the vast oral tradition and the social/political rebellion of the present day.
12. To begin to dissolve prejudices which result from ignorance and ethnocentrism.
13. To learn the power of authorship and the problems of censorship.

METHODOLOGY

Lectures/Discussions
Approximately 6 to 9 fifty-minute sessions will be divided into various approaches to this study: brief lectures on the diverse history of African people and their connection to Western European nations, group work identifying misconceptions and understanding various perspectives, discussion of literary works, brief in-class and longer out-of-class writing, quizzes on readings, viewing films and listening to audio-tapes, and, if possible, a field trip to the Detroit Institute of Arts to see their extensive African art exhibit. Reading and discussing literary works will be the primary focus, with writing assignments being the end result.

Audio/Visuals
Videocassettes:
Chinua Achebe: "World of Ideas with Bill Moyers"
Athol Fugard: MASTER HAROLD . . . AND THE BOYS
Andre Brink: A DRY WHITE SEASON
Alan Paton: CRY, THE BELOVED COUNTRY

Audiotapes:
Chinua Achebe: Interview with Kay Bonetti
Chinua Achebe: Reads from ARROW OF GOD and ANTHILLS OF THE SAVANNAH
Nadine Gordimer: "A City of the Dead. A City of the Living"
Alan Paton: Interview with Stephen Banker
Alan Paton: "On Apartheid"

Readings
Group and individual reading to be selected from these various short works. An attached list of additional books includes novels and collections for further reading and research projects, if so desired.

Achebe, Chinua. HOPES AND IMPEDIMENTS: SELECTED ESSAYS. N.Y.: Anchor/Doubleday, 1989.
Recommended readings:
"Image of Africa: Racism in Conrad's HEART OF DARKNESS"
"What Has Literature Got to Do With It?"
"Thoughts on the African Novel."

AN AFRICAN TREASURY SELECTED BY LANGSTON HUGHES. (Articles, Essays, Stories, Poems by Black Africans) N.Y.: Pyramid, 1961.
Recommended readings:
Background articles:
Modisane: "Why I Ran Away"
Mboya: "African Freedom:" (1958 Talk)
Abrahams: "The Blacks"
Arkhurst" Renascent Africa"
Nketia: "Akan Poetry"
Stories & Folk Tales:
Sutherland: "New Life at Kerefaso"
Kumalo: "Death in the Sun"
Dove-Danquah: "Anticipation
Poetry:
Okara: "Spirit of the Wind"
Diop: "Forefathers"
Laluah: "The Serving Girl"
Markwel: "Life in Our Village"
Rabearivelo: "Flute Players"

Beier, Ulli and Gerald Moore. Ed. THE PENGUIN BOOK OF MODERN AFRICAN POETRY. N.Y.: Viking Penguin, 1988.
Recommended readings:
Neto: "Farewell at the Moment of Parting"
Okigbo: "Lament for Drums"
Dipoko: "A Poem of Villeneuve St. Georges"
"From My Parisian Diary"
Tam'si: "Epitaph"
Tati-Loutard: "News of My Mother"
"The Voices"
Dongala: "Fantasy Under the Mook"
Peters: "We Have Come Home"
"Parachute Men"
Brew: "The Search"
Awoonor: "The Sea Eats the Land at Home"
"Afro-American Beat III: An American Memory of Africa"
Ranaivo: "Song of a Common Lover"
Mnthali: "My Father"
Mnthali: "The Strangle hold of English Lit."
Sousa: "If You Want to Know Me"
Soyinka: "Telephone Conversation"
"Abiku"
Clark: "Cry of Birth"
Jemie: "Toward Poetics"
Diop: "Africa"
Cheney-Coker: "On Being a Poet in Sierra Leone"
"Letter to a Tormented Playwright"
Brutus: "Nightsong: City"

Sepamla: "Civilization Aha"
"On Judgement Day"
Mtshali: "The Birtha of Shaka"

Conrad, Joseph. HEART OF DARKNESS

Fugard, Athol. MASTER HAROLD AND THE BOYS.

Gordimer, Nadine. THE ESSENTIAL GESTURE: WRITING, POLITICS, PLACES. N.Y.: Viking Penquin. 1988.
Recommended readings:
"A Writer's Freedom"
"Censored, Banned, Gagged"
"Letter from Johannesburg, 1976"
"Letter from Johannesburg, 1985"
"The Essential Gesture"
"Living in the Interregnum"

Gray, Stephen, Ed. THE PENGUIN BOOK OF SOUTHERN AFRICAN STORIES, N.Y.: Viking Penguin. 1985.
Recommended Readings:
Brownlee: "Dove and Jackal" (from Xhosa)
Schreiner: "The Woman's Rose"
Plomer: "When the Sardines Came"
Dhlomo: "The Death of Masaba"
Abrahams: "Lonesome"
Moikangoa: "Sebolelo Comes Home"
Ntuli: "Once in a Century"
Lessing: "Out of the Fountain:
Motssi: "Boy-Boy"
Mzamane: "My Cousin Comes to Jo'burg"
Essop: "Two Sisters"
Dangor: "A Strange Romance"
Lipenga: "The Road to Migowi"
Marechera: "The Slow Sound of His Feet"
Paton: "Sunlight in ?Trebizond St."

Ndlovu, Duma, Ed. WOZA AFRIKA! AN ANTHOLOGY OF SOUTH AFRICAN PLAYS. N.Y.: Braziller, 1986.
Recommended readings:
Mtwa, Mgema, Simon: "Woza Albert!"
Manaka: "Children of Asazi"
Simon, et al.: "Born in the RSA"

Soyinka, Wole. COLLECTED PLAYS. Vol. 1 & 2.
Recommended Reading:
"The Strong Breed"

Theiner, George. Ed. THEY SHOOT WRITERS, DON'T THEY? London: Farber & Farber, 1984.
Recommended readings:
Ngugi: "Free Thoughts on Toilet Paper"
Herbstein: "Camara Laye: Involuntary Exile"

Brink: "The Failure of Censorship"

Assignments

1. Reading from recommended poems, stories, plays, essays, and novels
2. Various ungraded freewritings or journal responses.
3. Quizzes to check for reading and lecture comprehension.
4. 500-750 word essay discussing misconceptions about Africa.
5. 3-5 page end-of-module paper interpreting any work dealing with Africa, using topic(s) discussed during this unit.
6. Optional: present brief oral abstracts of final paper to the class in individually or in small panel presentations.

Evaluation

1. 10% - journal or freewriting and group work
2. 15% - quizzes
3. 25% - essay related to misconceptions
4. 50% - final paper/presentation

Resources

* Indicates books also on class reading list.

* Achebe, Chinua, HOPES AND IMPEDIMENTS: SELECTED ESSAYS. N.Y.: Anchor/Doubleday, 1989.
- - - - -. ARROW OF GOD. Doubleday.
- - - - -. NO LONGER AT EASE. Heinemann. 1963.
- - - - -. THINGS FALL APART. Heinemann. 1962.
- - - - -. and C.L.Innes, ed, AFRICAN SHORT STORIES. Heinemann.

* AN AFRICAN TREASURY SELECTED BY LANGSTON HUGHES. (Articles, Essays, Stories, Poems by Black Africans.) N.Y.: Pyramid Books. 1961.

Beier, Ulli, ed. INTRODUCTION TO AFRICAN LITERATURE: An Anthology of Critical Writings from Black Orpheus.

* Beier, Ulli and Gerald Moore, ed, THE PENGUIN BOOK OF MODERN AFRICAN POETRY. N.Y.: Viking, 1988.

Brink, Andre. A DRY WHITE SEASON. Penguin. 1984
- - - - -. and J.M. Coetzee. A CONTEMPORARY SOUTH AFRICAN READER. N.Y.: Viking, 1986.

Cheney-Coker. Syl. THE BLOOD IN THE DESERT'S EYE. Heinemann. 1990.

Conrad, Joseph. HEART OF DARKNESS.

Dinesen, Isak. OUT OF AFRICA.

Drachler, Jacob. AFRICAN HERITAGE: Intimate Views of the Black Africans From Life, Love, and Literature.

Fugard, Athol. A LESSON FROM ALOES.
- - - - -. MASTER HAROLD AND THE BOYS.

* Gordimer, Nadine. THE ESSENTIAL GESTURE: WRITING, POLITICS, PLACES, N.Y.: Viking Penguin, 1988.

- - - - -. JULY'S PEOPLE, MY SON'S STORY. JUMP, AND OTHER STORIES. N.Y.: Viking Penguin. 1985.

* Gray, Stephen, ed, THE PENGUIN BOOK OF SOUTHERN AFRICAN STORIES. N.Y.: Viking Penguin, 1985.

Gunner, Elizabeth. A HANDBOOK FOR TEACHING AFRICAN LITERATURE. 2nd ed. Heinemann, 1987.

Head, Bessie. Tales of Tenderness and Power, Heinemann. 1990.

James, Adeola. IN THEIR OWN VOICES: AFRICAN WOMEN WRITERS TALK. Heinemann. 1990.

Jahn, Janheinz, NEO-AFRICAN LITERATURE: A History of Black Writing.

Johnson, Charles. MIDDLE PASSAGE.

Lessing, Doris. THE GRASS IS SINGING.
- - - - -. THE CHILDREN OF VIOLENCE series.

Miller, Joseph, ed. THE AFRICAN PAST SPEAKS: Essays on Oral Tradition and History.

* Ndlovu, Duma, ed. WOZA AFRIKA! AN ANTHOLOGY OF SOUTH AFRICAN PLAYS. N.Y.: Braziller, 1986.

Okri, Ben. STARS OF THE NEW CURFEW. Penguin. 1990.

Oliver, Ronald. THE AFRICAN EXPERIENCE: Major Themes in African History from Earliest Times to the Present. Harper Collins, 1991.

Paton, Alan. CRY, THE BELOVED COUNTRY, 1948.

* Soyinka, Wole. COLLECTED PLAYS. Vol. 1 & 2.

* Theiner, George, ed. THEY SHOOT WRITERS, DON'T THEY? London: Farber & Farber, 1984.

INTERNATIONAL MODULE

NAME: Ronald Miazga

TITLE AND COURSE NUMBER: College Writing II - ENG 111

MODULE TITLE: Comparative Literature Analysis

DESCRIPTION OF MODULE

As College Writing II is internationalized, it will become essentially a course in comparative literature. Four categories--social, political, cultural and economic--will be used as discussion topics and guide for the section of short and long fiction, drama, poetry, and occasional essays; plus these four categories will serve as a foundation for essay topics and a research paper.

This course offers practice in writing techniques, including a research report. It will employ the reading and analysis of world non-fiction, fiction and poetry.

OBJECTIVES

Upon successful completion of this course, students will:

A. Develop a critical appreciation of world literature, literary genre, non-fiction, fiction, poetry, and drama especially as they reveal world issues.

B. Develop an understanding of universal themes and international similarities and differences.

C. Develop a thesis and an outline, and select pertinent material for writing to different audiences.

D. Use the expository essay procedure described below in a variety of international topics, for instance, in writing short papers, term papers, and essay examination answers.

1. Developing a point of view on a topic, expressing this point of view through a thesis statement, and organizing support for that thesis.

2. Students will be able to communicate effectively with individuals in the different aspects of their lives

3. Students will be able to use systematic, critical, and creative processes, drawing from knowledge of appropriate disciplines to identify cross-cultural problems, analyze alternate solutions, and make decisions.

4. Students will be able to identify and use information sources in the process in inquiry.

METHODOLOGY

Lectures/Discussions: Occasional informal lectures were given to introduce a country: generally discussion of course reading took place in class.

Audio-Visuals: Movies: The Dead, Voices From North Ireland, One Day in the Life of Ivan Denisovich, Siberia, South African Consulate Promo Film.

Readings: Somehow Tenderness Survives, Hazel Rochman, ed.
Modern Irish Short Stories, Benj. Forkner, ed.
Native Land: Soviet Jewish writers, A.Vergelis, ed.
Central American Writing, Harold Jaffe, ed.
One Day in the Life of Ivan Denisovich,
A. Solzhenitsyn

Assignments: Five (5) Essays, research project, and assigned short stories, novels, and poetry.

Evaluation:

Five (5) Essays (100 points each)	500 points
Discussion (class attendance is linked to this grade; one letter grade less for every two (2) absences--see Instructional Policies	60 points
Research Paper	200 points
Two Literature Tests (100 points each)	200 points
Five (5) Quizzes (10 points each)	50 points

Grading Criteria:

900 - 1010 = 4.0	700 - 749 = 2.0
850 - 899 = 3.5	650 - 699 = 1.5
800 - 849 = 3.0	600 - 649 = 1.0
750 - 799 = 2.5	599 or less=0.0

Resources:

1. Materials from MSU workshop (supplied by Pat Cherpas)
2. Ourselves among others: Ourselves Amoung Others Cross Cultural Readings for Writers by Carol J. Verburg
3. The Writer's Handbook by Elizabeth McMahan and Susan Day

INTERNATIONAL MODULE

NAME: William Lay

COURSE TITLE AND NUMBER: College Writing II - ENG 111

MODULE TITLE: "Study and Report on Modern World Literature within Its Political-Social-Economic-Cultural Context"

DESCRIPTION OF MODULE

This module is intended to enrich a traditional English class that involves writing about literature. All the assignments, discussions, and papers are designed beforehand to incorporate some aspect of internationalism or multi-culturalism. Because of the necessity to offer transfer credit, the class first meets KVCC objectives of other ENG 111 classes, then attempts to go beyond our usual limiting views of gender, race, nationality, and age.

OBJECTIVES

1. To offer a 100-level English class in writing about literature that transfers to known university programs. See attached syllabus.

2. To offer an enriched class encouraging students to view literature in a broader perspective than the traditional limits of regionalism, nationalism, language, culture, gender, and time period drawn around survey courses.

3. To encourage students to learn more about different cultures and to value minority opinions.

METHODOLOGY

Lectures/Discussions: On the first day, ask all students to introduce themselves, discuss the special focus of ENG 111-IS, encourage cooperation and group activity, and set a tone of mutual interest and respect. In subsequent discussions, ask non-Americans for their views. How would the situation under discussion be treated in Kuwait, Indonesia, India, Chile? At the first of class, discuss international news. Read aloud or display on the overhead projector a paper by an international student (try to ensure that the student will not be embarrassed by the public display). Put together a booklet of student writing to demonstrate how diversity enriches all of us. Class presentations by students can be used in addition to papers to showcase writing from another country or culture.

Audio-Visuals: "African-American Poetry," "Go Tell It on the Mountain," "I Know Why the Caged Bird Sings," "Gilgud's Chekhov," "Magic and Reality" (Marquez), "The Dead," "The Hand," "The Rocking Horse Winner," "Keats and His Nightingale: Blind Date," "The Simple Acts of Life," "Voices of Memory," "Death of a Peasant," "On Being White South African," "Discovering Hamlet," *Oedipus the King, Antigone*, and *Othello*.

Readings: See attachments. Although these readings are from a particular anthology currently in use at KVCC, almost any anthology of college literature would suffice. Increasingly there are multi-cultural and other thematic readers, if one were allowed to select a textbook different from other English sections.

Assignments: See attachments.

Evaluation: Students are evaluated by a combination of attendance and discussion, oral presentations, and written papers, using the standard college grading policy.

Resources: Annotated bibliographies of African, Native American, Latin American, and Far Eastern literature on file with the International Studies office.

Aesop: "The Wolf and the Mastiff"
Petronius: "The Widow of Ephesus"
James Joyce: "Araby"
Luigi Pirandello: "War"
Leo Tolstoy: "The Death of Ivan Ilych"
Franz Kafka: "The Metamorphosis"
Jorge Luis Borges: "The Garden of Forking Paths"
Frank O'Connor: "Guests of the Nation"
Isaac Bashevis Singer: "Gimpel the Fool"
Yukio Mishima: "Swaddling Clothes"
Gabriel Garcia Marquez: "A Very Old Man with Enormous Wings"
Alice Walker: "Everyday Use"
Ralph Ellison: "Battle Royal"
Tillie Olsen: "I Stand Here Ironing"
Leslie Silko: "Yellow Woman"

INTERNATIONAL MODULE

NAME: Michal K. Williams

COURSE TITLE AND NUMBER: Management - MGT 234

MODULE TITLE: International Managerial Strategies

DESCRIPTION OF MODULE

Tho purpose of this module is to introduce a self-contained two week module which will discuss the problems facing executives, managers, and employees of designing strategies that will allow their companies to effectively compete in the world market. This module will discuss the stages that corporations go through in its march toward globalization. We will trace the development of a U.S. based company as it moves from exporting its business, to centrally planned economies. In this module we will discuss how an over an export company by achieving lower labor, production, raw material, or transportation costs. We will point out that typically the development of technology remains at the company headquarters and that all decisions of significance remain at home. We will develop these points by a case study. In all this we will develop a profile of the international manager. To end our discussion, students will have the opportunity o developing a business plan for a tire company who perceives a business opportunity in the Hungry. In beginning this business we will also explore the human resource challenge of recruitment, selection, training and succession planning on an international scale.

OBJECTIVES

1. The student will describe the difference between domestic, exporting, national/multinational and global companies.
2. The student will be able to discuss and know the economic theory of comparative advantage.
3. The student will develop an international inspiring mission.
4. The student will be able to develop a corporate vision and mindset.
5. The student using a variety of sources he/she will be able to detail international trends and business opportunities.
6. The student will be able to discuss the economic and interpret the factors that are used to make a decision to go international.
7. At the end of this module students will be able to discuss the three levels of corporate activity: strategy/structure, culture, and people.
8. The student will discuss the importance of the development of a corporate international culture.
9. The students will be able to point out the major problems in the expansion of business from a market driven economy to an economy which is centrally planned.

10. Students will assess the opportunities in all the former comecon countries.
11. Given the country of Hungry, because of the proposed G.M. expansion, the students will plan, organize, direct and control the start up of a tire producing plant.

METHODOLOGY

Lectures/Discussions: Approximately 10 lecture/discussion hours will be devoted to this module. In our discussion's we develop guidelines for global management and benefits of "going international." The case studies (going into the tire business) will develop a sense of imagination. Our discussions will see the benefits of international assignments in their quest for corporate leaders.

Audio-visual:
1. Transparencies used to outline each topic.
2. A video tape "Why International Managers Fail" will be presented and discussed.
3. Selected readings from Ronen, Simcha. "Comparative and Multinational Management." New York: John Wiley, 1986.
4. Sathe, Vijay. "Culture and related corporate Realities." Homewood, Il: Richard Irwin, 1985.
5. Martha H. Peak, "Developing an international style of Management" Management Review: Feb. 1991.
6. Whipp, Richard, Robert Rosenfeld, ET AL.: "Managing Strategic Change in a Mature Business" Long Range Planning, Vol. 22, No. 6 (December 1989): 92-99 1991.
7. Copeland, Lennie, and Lewis Griggs. "Going International: Marketplace." New York: Random House, 1985.
8. Perguson, Henry. "Tomorrow's Global Executive." Homewood, Il: Dow Jones-Irwin, 1988.

Assignments:
1. Prepare a business plan for the Pfiffer Tire and Rubber Company
2. Problems dealing with the theory of comparative advantage.
3. Readings

Evaluation:
1. Examination over all the material
2. The business plan for the Pfiffer Tire and Rubber Company

INTERNATIONAL MODULE

NAME: Carson Gancer

COURSE TITLE AND NUMBER: Management Principles - BUS 263

MODULE TITLE: Infusion of Global Business Practices

DESCRIPTION OF MODULE

An International infusion will be accomplished by, and is described in the following manner:

a. Selection of a text which infuses global examples and applications throughout each chapter, in addition to having a separate chapter on International management.
b. After the first two introductory chapters, chapter 21, Managing in a Multinational World: will be brought forward as the third chapter. With this up-front global emphasis, it becomes a more natural continuation to relate global aspects as we go through the remaining chapters.
c. Use of video presentations of multi-national company case examples, and discussions which highlight global aspects of doing business will be emphasized.

OBJECTIVES

1. To increase an awareness and appreciation for the "Global" business world in which companies must operate.
2. To make students aware of the impact and complications involved in doing business in other cultural and business practice settings.
3. To increase student awareness of how dissimilarities in the economic, sociocultural, and legal-political environments throughout the world can affect business activities & operations.

METHODOLOGY

Lectures/Discussions: Discussion of cases with multi-national aspects. Lecture illustrations which bring out the need for global awareness.

Audio-Visuals: Moscow McDonald's
Lakewood Industries (U.S. firm in the Chopstick market.)

Readings: Management, by Richard L. Daft, 2nd edition:

Chapter 1 - "The Great Student Important"
Chapter 3 - "Managing in a Global Environment"
Chapter 4 - "Europe's Green Movement"
Chapter 6 - "Partnership Strategies"
Chapter 7 - "Decision Making - Toyota"
Chapter 11 - "Innovation & Change - Motorola"
Chapter 14 - "Motivation in a Communist Country"
Chapter 19 - "Computers in the Soviet Union"
Chapter 21 - "Managing in a Global Environment"
Chapter 21 - "Europe 1992"

Assignments: Case assignments from the text materials will include international applications for example:

- Rank order criteria used by large companies in making overseas assignments - then compare to actual.
- Rank order reasons given for aborting overseas assignments - then compare to actual.

Evaluation: Tests and cases will include international applications.

Resources: International Perspectives:

Managing the Entrance and U.S. Technology to COCOM.
AT&T, The phone company of choice for China.
UPS takes its U.S. Systems approach Global.
Grenada, West Indies Wine Cooler.
Long Range effect of the Mexican and U.S. Trade Pact.
Pinky and Ultra Pink, Inc., New Delhi, India.
British Company uses Radio Waves to aid in Planning.
Need of organization on Trade between Wash. & Moscow.
Albania forced to seek outside trade partners due to the Eastern Block's new market strategy.
U.S. hotel service, Japanese style.
Motivating Japan to open its trade doors to U.S.-made "Sake."
Tokyo Stock Exchange Regulators try to control U.S. Brokerage Groups.
Control of Boeing overall aircraft design plans.
BMW utilizing Marketing Information in the U.S.
U.S./Europe, '92/Japan, Market and Perspective (based on Mr. Chang's material).

INTERNATIONAL MODULE

NAME: Jim Guyor

COURSE TITLE AND NUMBER: Principles of Management - BUS 155

MODULE TITLE: Japanese Cross-Cultural Differences and Their Implications on Management

DESCRIPTION OF MODULE

The purpose of this module is to introduce a self-contained three week module on Japanese Cross-Cultural Differences. It can be offered during the last third of the semester when students have already covered the functions of management and would be more prepared to relate the impact of cross-culture differences to business dealings and workplace applications. Japanese group behavior and hierarchical status system will be examined from both cultural and historical perspectives. Japanese interpersonal communication will be studied. The role of women in Japanese society and business will be explored. Japanese management styles will be studied. These concepts will be presented in the context of their cross-cultural differences from American customs and practices. These concepts will also serve as a basis for applications such as negotiating with the Japanese and working for Japanese managers. Awareness of cross-cultural differences and practical applications of this awareness serve as the bases for this module.

OBJECTIVES

1. Describe the Japanese view of status and equality.
2. Explain the role of status in the Japanese workplace.
3. Identify at least four points of status protocol in dealing with the Japanese.
4. Describe the elaborate and vertically organized social structure in which communication in Japan takes place.
5. Explain why Americans are pushed by efficiency in communicating, while the Japanese are pushed by effectiveness.
6. Describe how Japanese take the time to develop relationships with business associates.
7. Identify the traditional, programmed path of women in Japanese society.
8. Explain the gender stratification which takes place in the Japanese workplace.
9. Describe the changing role of women in the Japanese workplace, especially in light of the current labor shortage in Japan.
10. Identify the role of harmony in Japanese interpersonal relations.
11. Outline historical causes of current Japanese groupism/teamwork.

12. Describe how trust, loyalty, and information flow are key criteria to Japanese teamwork.
13. Describe Japanese consensus decision-making.
14. Outline the key points necessary for effective negotiating with the Japanese.
15. Identify the expectations the Japanese have of their workforce.
16. List the typical problems and successes Americans experience then working for and managing with Japanese.

Lectures/Discussions: Approximately nine hours will be devoted to this module. A combination of lectures, discussions, role playing, and simulations will be used. A number of readings and case studies will be assigned. Students will complete assignments in preparation for class activities. Lectures and discussion will thoroughly develop the readings, while role playing and simulations will involve students in practical applications of the concepts and principles presented.

Audio-visuals: 1) Overhead transparencies will be used to present a variety of information during the lecture/discussion classes. 2) Video taping will be made of role playing and simulations. Post taping analysis will be utilized.

Readings:

"East Meets West", Clifford Clarke, Training and Development Journal, October, 1990, pp. 43-47

"Japan and Culture", Barry D. Cooney, Training and Development Journal, August 1989, pp. 58-61

"The Art of the Deal", David L. James, Business Month, November 1989, pp. 93-94

"American Managers in Japanese Subsidiaries", Mary Sullivan Taylor, Human Resource Planning, Vol. 14, 1991, pp. 43-49

"Cross Cultural Literacy and the Pacific Rim", Philip West, Business Horizons, March-April 1989, pp. 3-17

Assignments:

1) Readings
2) Pre- and post-module cross cultural surveys
3) Case Study Analysis
4) Prepare for role playing simulations

Evaluation:

1) Objective and subjective format on Exam #3 and on comprehensive Final Exam.
2) Pre- and post-module surveys will analyze change in cross-cultural awareness. Surveys will be used by students for self-evaluation.

Resources

"Public and Private Self in Communicating with Japan," Dean C. Barnlund, Business Horizons, March-April 1989, pp. 32-40.
"East Meets West," Clifford Clarke, Training and Development Journal, October, 1990, pp. 43-47.
"Japan and Culture," Barry D. Cooney, Training and Development Journal, August 1989, pp. 58-61.
"Go Along and Get Along," The Economist, November 24, 1990, p.76.
"The Art of the Deal," David L. James, Business Month, November 1989, pp. 93-94.
"Maturing from We-ism to Global You-ism," Sato Ryuzo, Japan Quarterly, September-July 1991, pp. 273-282.
"American Managers in Japanese Subsidiaries," Mary Sullivan Taylor, Human Resource Planning, Vol. 14, 1991, pp. 43-49.
"Cross Cultural Literacy and the Pacific Rim," Philip West, Business Horizons, March-April 1989, pp. 3-17.
"When in Japan . . .", Sales and Marketing Management, June 1990, pp. 38-39.
"The New Cold War with Japan: How are Women Paying for it?", Kazuko Watanabe, MS, November/December, 1991 pp. 18-22.
"The Programmed Path," Toshimi Kayahi Antram, The Whole Earth Review, Winter, 1990, pp. 78-79.
"The Maintrack at Last", Hideko Takayama, Newsweek. Kamiaru 22, 1990, pp. 50-51.
"Gender Stratification in Contemporary Urban Japan", Mary C. Brinton, American Sociological Review, 1989, Vol. 54, August, pp.549-564.

INTERNATIONAL MODULE

NAME: Richard C. Barron

TITLE AND COURSE NUMBER: Principles of Marketing - BUS 105

MODULE TITLE: "Marketing to International Markets"

DESCRIPTION OF MODULE

This module includes four sessions during the 3rd to 5th weeks of the semester. This early introduction of international marketing concepts, issues, and opportunities is then reinforced throughout the course by the use of internationally based cases - problems and illustrations of the market concept. In the four class periods, the fundamental issue of "Why International Marketing?" will be explored. Issues of free trade vs. protectionism will be raised. Methods of entering foreign markets will be illustrated. The assessment of the political, cultural, and economic environments will be demonstrated. The international application of the traditional marketing mix: - product - price - distribution and promotion will be shown. Ethical issues of dumping and the marketing of dangerous drugs, chemicals and foods will be raised.

OBJECTIVES

1. To change from an ethnocentric to a global perspective on basic marketing concepts.
2. To define the nature of international marketing.
3. To raise awareness of, sensitivity to cultural differences.
4. To understand the barriers and risks of international marketing.
5. To appreciate the social and ethical issues of international marketing.
6. To look at various ways of being involved in international marketing activities.
7. To recognize the impact of environmental forces on international marketing efforts.

METHODOLOGY

Lectures/Discussions: There are five lectures in the module

1- "Understanding the Big EIGHT"
- European common market
- Soviet warmup
- Four tigers of the orient
- World poverty
- Stagnant domestic markets
- Instantaneous worldwide communication
- "Buy American"
- Japan

INTERNATIONAL MODULE

NAME: Eileen Kaslatas MSN RN and Marilyn Siekierzynski MSN RN

COURSE TITLE AND NUMBER: Trends in Nursing - NUR 250

MODULE TITLE: Cultural Diversity in Nursing

DESCRIPTION OF MODULE

This module provides a basic opportunity for students to examine their own cultural values and beliefs. Based on this awareness the student will then be introduced to the implications of nursing care as it relates to culturally diverse groups.

OBJECTIVES

The Student Will:

identify key components, terns, and concepts relating to cultural diversity.

develop a better understanding of their own culture as it relates to their nursing practice and caregiving.

discuss and analyze the implications of cultural diversity on health care systems.

discuss and analyze the implications of cultural diversity on nursing care practices.

identify research and present a review of the health care practices and nursing needs of a specific cultural group.

apply knowledge of cultural diversity to one's nursing practice.

METHODOLOGY

Lectures/Discussions:

-Overview of concepts related to culture and cultural diversity.

-Knowing your own culture - Better! (Drawing assignment in class)

-Cultural Diversity - Implications for Health Care.

-Cultural Diversity - Implications for Nursing Care.

-Group work focusing on a specific cultural group. (specific groups prevalent to Macomb County)

Audio-Visuals:
Concept Media - Cultural Diversity and Nursing Practice - Series

Developing Cultural Sensitivity
Adapting Bedside Care
Improving client response to Healthcare

Readings:

Ellis, J.R., Hartly, C.L. (1992. Nursing in Today's World, (4th ed). Philadelphia: J.B. Lippincott Company. 213-215.

Deloughery, G. (1991). Issues and Trends in Nursing. St. Louis: Mosby Year Book. Chapter 5.

Giger, J.N., Davidhizar, R.E. (1991). Transcultural Nursing - Assessment and Intervention. St. Louis: Mosby Year Book.

Phipps, W., Long, B., Woods, N. and Cassmeyer, V.L. (1991). Medical-Surgical Nursing, Concepts and Clinical Practice, (4th ed). St. Louis: Mosby Year Book. Chapter 7.

Rairdan, B. & Higgs, Z.R. (1992). When Your Patient is a Hmong Refugee. American Journal of Nursing, 93(3), 52-53.

Taylor, C., Lillis, C., LeMone, P. (1989). Fundamentals of Nursing, The Art and Science of Nursing Care. Philadelphia: J.B. Lippincott Co. Chapter 8

Assignments:
Read Deloughery Chapter 5, pp 131-154.

Pre-Class assignment:
-Describe your own background in cultural terms using three assessment areas: Beliefs, Values, and Customs.
-Complete Cultural Values Questionnaire, page 137.

Group Project:
-Identify a specific cultural group prevalent to Macomb County. Describe the practices unique to that cultural group in relation to:
food habits, hygiene, communication patterns, family life and time orientation. (an interview with a member from the cultural group may help in this endeavor)
Discuss the implications for the nursing care of an alert terminal elderly member of that cultural group.
Specify examples of adjustments in nursing interventions.

Evaluation:

(Total of 21 points - 2 two hour lecture classes)

Pre-Class Assignment 5 points total
- 1 point Belief identified
- 1 point Values identified
- 1 point Customs identified
- 2 points Questionnaire completed

Group Project 10 points total
- 3 points Description of cultural practices
- 4 points Implications of nursing care
- 3 points Presentation (Quality, Performance, Professionalism)

Classroom Participation and Discussion 6 points total

Resources:

Ellis, J.R., Hartly, C.L. (1992. Nursing in Today's World, (4th ed). Philadelphia: J.B. Lippincott Company. 213-215.

Deloughery, G. (1991). Issues and Trends in Nursing. St. Louis: Mosby Year Book. Chapter 5.

Giger, J.N., Davidhizar, R.E. (1991). Transcultural Nursing-Assessment and Intervention. St. Louis: Mosby Year Book.

Phipps, W., Long, B., Woods, N. and Cassmeyer, V.L. (1991). Medical-Surgical Nursing, Concepts and Clinical Practice, (4th ed). St. Louis: Mosby Year Book. Chapter 7.

Rairdan, B. & Higgs, Z.R. (1992). When Your Patient is a Hmong Refugee. American Journal of Nursing, 92(3), 52-53.

Taylor, C., Lillis, C., LeMone, P. (1989). Fundamentals of Nursing, The Art and Science of Nursing Care. Philadelphia: J.B. Lippincott Co. Chapter 8.

Concept Media-Cultural Diversity and Nursing Practices-Series
Developing Cultural Sensitivity
Adapting Bedside Care
Improving client response to Healthcare

INTERNATIONAL MODULE

NAME: Robert Badra

COURSE TITLE AND NUMBER: In Search of the Human - PHI 100

MODULE TITLE: In Search of the Human in Tahiti

DESCRIPTION OF MODULE

Few have spent a significant amount of time in the fabled South Pacific, but nearly everyone has thought about it. To include the Islands of Tahiti in our study of human cultures is to pay respectful attention to a long neglected part of the human tapestry. We have a fantasy about Tahiti. But what do we really know? And what may we learn? About Tahiti? About ourselves? We imagine it to be that unspoiled place where conventional rules are not only abandoned but they are not needed. We do a Paul Gauguin on ourselves. But the reality is closer to home, so close, in fact, that it comes as a shock. The indigenous peoples of Tahiti are just like us: Human to the core. Yet so different so beautifully different, that to celebrate their existence in the vat unfolding of the human tapestry that this course attempts to do us to finally make room for a people who deserve to be there, to be remembered, and who may yet sway some influence on our imaginations and on our lives.

OBJECTIVES

1. To familiarize students with the history of the Islands of Polynesia typically called Tahiti, including a short history of the Islands of Moorea where the instructor lived while visiting the islands.
2. To familiarize students with the culture of Tahiti, especially as expressed in music, sculpture, painting, and dance. Also, time will be given to native food and drink. Finally, we will try to pick up a few words from the polynesian language as used in Tahiti.
3. To familiarize students with the instructor;s personal memories of Tahiti through his own personal slides and through readings from his book, **Meditations for Spiritual Misfits**, partially written in these islands.
4. Thus to incorporate the Tahitian face into that human tapestry as it unfolds in the course.

METHODOLOGY

Lectures/Discussions: First Week, First Class, Lecture: The Geography, History, Economy, and the People of Tahiti; First Week, Second Class, Lecture: The Arts, Crafts, Food and Drink, and the Language of Tahiti; Second Week, First Class, Slide Presentation:

Paul Gauguin's Tahiti; Second Week, Second Class, Slide Presentation: Professor Badra's Tahiti.

2- "Japan: Myths, Strengths and Weaknesses"
3- "How to Get Started in World Trade"
4- "Cultural Barriers and Boners"
5- "Ethical Issues in World Trade"

Audio-Visuals: "The Colonel Comes to Japan" Enterprise series of Public Broadcast Programs (KFC enters the Japanese fast-food market). "Doing Business in Japan" - Japan Trade Center

Readings: E. Jerome McCarthy and William Perreault, Jr., ESSENTIALS OF MARKETING 5th edition, Homewood IL. Richard D. Irwin, Inc., 1991, Chapter 18, pages 394-413, PLANNING FOR INTERNATIONAL MARKETS.

Assignments:
1. Read Text, Chapter 19 pages 394-413.
2. Prepare for Class Debate -"Should the U.S. Fear Japan".
3. Prepare case analysis-one of four cases to be assigned.

Evaluation: A twenty five item multiple choice quiz at the conclusion of four session unit. Plus, International marketing oriented questions are included in each of the four section tests during the semester.

Resources:

Glossary of key terms and concepts, "Should the U.S. Fear Japan?", class exercise on environmental factors, minicase "United Chemical of Africa, Ltd.", case "Porsche AG"

Newsweek Economics Program: "Focus 1992-Europe Unites" 1991.

Text of Lee Iaccoca Speech to Economic Club of Detroit, Detroit News, January 12, 1992.

Pamphlet. The Japan of Today. The International Society for Educational Information, Inc. Tokyo, Japan, 1989.

Business Week. "The Global Economy. Who Gets Hurt?" pp. 48-53. August 10, 1992.

"Germany: The Search for Unity" A project of the American Association of Teachers German. Funded by Goethe House New York 1992.

INTERNATIONAL MODULE

NAME: Mark Sigfrids

COURSE TITLE AND NUMBER: Intermediate Algebra - MTH 100

MODULE TITLE: Mathematics and Developing Countries

DESCRIPTION OF MODULE

This module will use "real-world" data from graphs, tables, and readings (books, journals, magazines, etc.) to introduce various algebraic topics. The date covers ares of concern in "developing countries", with particular emphasis to Africa. Students will solve problems, but also state the possible impact this information has on the U.S. and developing countries. There are six major areas the module will emphasize, these are: (a) poverty and its effects (hunger, infant mortality, life expectancy), (b) the environment, (c) military expenditure in developing countries and military aid, (d) the debt burden, (e) women in development, (f) population.

OBJECTIVES

Using real-world data, the student will:

* perform the four operations on real numbers
* write a number in scientific notation
* multiply and divide using scientific notation
* change fraction to a percent
* find a percent of a whole
* calculate a percentage increase or decrease
* use percents to make comparisons between industrial and developing countries
* substitute into a mathematical formula
* solve a literal equation
* calculate the slope of a line
* find the equation of a straight line given two points
* graph linear equations

METHODOLOGY

Lectures/Discussions: Lessons will be introduced using problems from the real world. A short discussion concludes the importance of the results. Homework assignments will be discussed.

Audio-Visuals: An overhead transparency of Africa with other transparencies of tables and graphs to be used in the lecture.

Readings: None

Assignments: A series of problem sets covering each of the objectives listed. These assignments are written from information taken from tables and charts from the resources listed.

Evaluations: Chapter tests or quizzes will include problems from the assignments.

Resources:

Broderbund Software, "P.C. Globe 5.0"

Global Ecology Handbook

International Wildlife, May/June 1990

Morris, M.D., "Measuring the Conditions of the World's Poor: The Physical Quality of Life Index"

Population Reference Bureau, "World Population, Toward the Next Century"

Schwartz, Richard H., "Mathematics and Global Survival"

Seidman, Ann, "Roots of Crisis in Southern Africa"

Sewell, John W., "U.S. Foreign Policy and the Third World Agenda"

World Bank, "World Bank Development Data Book"

World Bank, "World Development Report" (1989-to date)

INTERNATIONAL MODULE

NAME: Helen Palleschi

COURSE TITLE AND NUMBER: Mental Health Nursing Theory - NRG 211

MODULE TITLE: Culture and Person Centered Care

DESCRIPTION OF MODULE

Purpose: This unit provides a cultural approach to nursing process and considers culture as a subsystem of the person. Many cultural variables of the person are identified and explained. The relationship of cultural variables to other individual variables is considered. Bloch's Cultural Assessment guide is presented and used to demonstrate both assessment and intervention phases of the nursing process.

OBJECTIVES:

1. Recognize culture as a component of the person concept and as an adaptive mechanism in a person's environment.
2. Describe several cultural variables of the person.
3. Identify how cultural variables may influence health behavior.
4. Discuss cultural forces that influence mental health.
5. Use biopsychosocial variables to synthesize cultural data into the nursing process.
6. Use cultural data to bring about change in the health behavior of a person who is racially or culturally different from the student.
7. Recognize the effects of nurses' values, beliefs, and practices on persons who are racially or culturally different from themselves.
8. Explain the concept of culture, holism, world view, ethnocentrism, and cultural relativism and their value for nursing practice.
9. Communicate acceptance of persons who are racially and culturally different from themselves.

METHODOLOGY

Lecture/Discussions: One lecture/discussion of 2 hours in classroom along with media.

Audio-Visuals: -Bloch, Bobbie, Cultural Assessment, Hospital Satellite Network, AJN, 1987.

-Cultural Diversity and Nursing Practice, Concept Media.

Readings: 1. Varcarolis, E. M. (1990). Psychiatric mental health nursing. Saunders: Philadelphia. Chapter 4, Mental

Health Considerations Across Cultures.

Assignments: Attend activities during International Education Week, i.e., **Birthing Around the World** and **Traditional Chinese Medicine.**

Vocabulary:

ethnicity
values
intercultural communication
interracial communication
ethnocentrism
cultural relativism
cultural stereotyping
culture
culture-bound syndromes
culture broker
faith healers
folk health care systems
holism
shaman (medicine man)
world view
ying and yang

Evaluation: Multiple choice questions on weekly quiz.
Complete Bloch's Ethnic/Cultural Assessment Guide.

Resources/Bibliography:

1. Boyle, J. and Andrews, M. (1989). Transcultural concepts in nursing care. Scott-Foresman/Little Brown: Glenview, IL.

2. Lindberg, J. (1983). Introduction to person centered nursing. Lipponcott: Philadelphia.

3. Wilson, H. (1992). Psychiatric nursing. Addison-Wesley: Redwood City, CA.

INTERNATIONAL MODULE

NAME: Carol Roe and Diana Multer

COURSE TITLE AND NUMBER: Patient Care Management - NRG 241+242

MODULE TITLE: Delivering Culturally Diversified Care

DESCRIPTION OF MODULE

This is a clinical conference module which includes information to increase the sensitivity of students to clients who have different ethnic and religious backgrounds. Ethnic and religious backgrounds influence a client's and nurse's willingness to participate in care and to communicate in a way that maximizes the benefits of a therapeutic relationship. Value conflicts that occur are influenced by religious and ethnic background that are often unknown to the nurse. Therefore, it is the purpose of this module to provide information about religious and ethnic influences on attitudes and values related specifically to health care issues.

OBJECTIVES

1. Compare and contrast various religious attitudes toward health care issues.
2. Compare and contrast various ethnic attitudes toward health care issues.
3. Discuss how nursing interventions can be developed that address clients' values concerning health care issues.

METHODOLOGY

Lectures/Discussions: Discussion will center around the questions asked in the Clinical Conference Module Attached. The small group method will be used with group size of no more than 10.

Audio-Visuals: Prior to the date the clinical conference is scheduled, all students will have viewed, "Improving Client Response to Health Care," a videotape that discussed specific guidelines for working with clients who medical beliefs, practices, and attitudes toward health care differ significantly from those of the care giver. The video tape emphasizes how to deliver optimal health care to such clients.

Readings: The students are assigned to read the materials provided concerning religions and ethnic groups. They are also provided with a reference list.

Assignments: The assignment is to be prepared to discuss the questions in the Clinical Conference Module and readings.

Evaluation: Participation in the small group discussions and responses to questions asked at program completion.

Resources:

Henderson, G. and Primlaus, M. (eds.) (1981). Transcultural Health Care, Menlo Park, California: Addison-Wesley Publishing Company.

Orque, M.S., Bloch, B., and Monroy, L.S.S. (1983). Ethnic Nursing Care: A Multicultural Approach. St. Louis: C.V. Mosby.

Ross, H. (1981, October) Societal/cultural views regarding death and dying, Topics in Clinical Nursing, pp. 1-13.

Shubin, S. (1980, June). Nursing patients from different cultures. Nursing 80, pp. 79-81.

INTERNATIONAL MODULE

NAME: Jim Gardiner

COURSE TITLE AND NUMBER: Death and Dying, Implication for Health Care - HTH 131

MODULE TITLE: Multicultural Integration

DESCRIPTION OF MODULE

The purpose of integrating multicultural aspects of Death and Dying is to increase awareness and insight in dealing with death and dying on a personal basis and to gain helpful and necessary skills, as health care professionals.

Awareness of various cultural practices in assisting chronically ill people and their family members will be examined.

During the semester students will be exposed to funeral customs through-out the world, grief reactions, the effects on survivors, and how to successfully communicate and assist with grieving people of various cultures.

The discussion of international health care, medical ethics, views of euthanasia, suicide and beliefs of post death help to clarify thoughts and feelings concerning death. I feel my students will become more aware of their own thoughts and feelings concerning death and dying with a multicultural awareness and will most certainly become more effective health - care professionals.

OBJECTIVES

Students will describe how four cultures view death.

Identify variables in the dying process of adults, including cultural aspects.

Exhibit communication skills.

Demonstrate an understanding of common fears and needs of dying adults.

Possess skills helpful in assisting a dying adults.

Demonstrate how the knowledge of a life-threatening diagnosis of a child; affects the child, the parents, siblings and grandparents, in the United States and other cultures.

Identify methods of assisting a life - threatening diagnosed child and the family.

Students will demonstrate insights in assisting the critically ill

child and the family members.

Demonstrate a command of the physical and psychological effects the death of a baby at birth may have on mothers in the United States and other cultures.

Understand effective ways to help children through the grief process.

BE aware of funeral customs and body disposition in the United States and selected countries through out the world for cultures.

Identify cultural differences regarding prolonging life.

]Demonstrate knowledge and communication skills; including insight in communicating with people of different cultures; helpful in assisting critical ill people.

METHODOLOGY

Approximately 8 hours are spent by lecture/discussion. This includes time spent by a guest speaker, discussing various aspects of their cultural views of thanatology.

A number of methods are used throughout the semester to meet, a variety of objectives, and students needs, and interests. Approximately 6 hours are multicultural related.

Students keep a weekly journal, complete attitude and person death awareness work sheet. evaluate and discuss audio and visual material, role play, participate in cooperative groups, small-group discussion, open-ended discussion, attend field trips to; cemetery, mausoleum and crematorium, a funeral home and a self-help group. Students also share insights from readings or research.

Audio-Visuals (The viewing of these varies in number from semester to semester.)

Man's Attitudes Toward Death	- Film Strip
Cross-Cultural Aspects of Death	- Film Strip
Cultural Diversity Nursing Practice	- Video
Beyond Language (communication) Asian, Hispanic, Black, Native American	- Video
Folk Health Practices: Illness	- Video
Adapting Bedside Care (Fears of People from another culture)	- Video

Reading

Require Text

Despelder, Lynne Ann, Albert Strickland

The Last Dance: Encountering Death and Dying
(Palo Alto, California: Mayfield Publishing Company, 1983
Chapters dealing with Multicultural

Chapter 2 Perspectives on Death: Cross-Cultural and Historical.
Chapter 6 Last Rites: Funerals and Body Disposition

Hastings Center Report, Dying Well?
A colloquy on Euthanasia and Assisted suicide
Briarcliff Manor N.Y. March - April 1992

Euthanasia: Normal Medical Practice? p. 34-8

Assisted Suicide: Lessons From Germany. p. 44-51

When Self-Determination Runs Amok. p. 52-55

Hastings Center Report, Special Supplement

International Perspectives on Biomedical Ethics

Audio-Visuals: I have a collection of slides and sculpture. I would like to add to the collection with music and videos and artifacts over time. The Society Islands Embassy in Washington has promised to help me.

Readings: I have at least 50 titles of books covering geography, natural science, history, maritime history, pacific issues, social science, language, literature and the arts. I would like to order some of the more pertinent materials for the library.

Assignments: Student will be given a choice of several essay type essay quizzes given in this course.

Evaluation: I always look for evidence that the student listened in class, accomplished some pertinent reading outside of class, and gave some personal consideration to the material.

Resources:

Campbell, I.C. A History of the Pacific Islands. University of California, 1989.

Stanley, David. Tahiti-Polynesia Handbook. Moon Publications, 1990.

Day, A. Grove. The Lure of Tahiti. Honolulu: Mutual Publishing, 1986.

Stone, William S. Idylls of the South Seas. Honolulu: University of Hawaii Press, 1971.

Bovis, Edmond de, Robert D. Craig, trans. Tahitian Society Before the Arrival of the Europeans. Honolulu: University of Hawaii Press, 1980.

Melville, Herman. Typee, A Peep at Polynesian Life. Evanston, IL: Northwestern University Press, 1968.

INTERNATIONAL MODULE

NAME: Robert Badra

COURSE TITLE AND NUMBER: In Search of the Human - PHI 100

MODULE TITLE: In Search of the Human in the Fiji Islands

DESCRIPTION OF MODULE

If any of the frequently visited islands of the South Pacific deserve to be called "unspoiled," it is the Fiji Islands. Having spent some time while on sabbatical visiting these islands, including two of their native villages, I can attest to their "unspoiled" nature. The indigenous peoples of Fiji are the happiest people I have ever met. They reflect the typical fantasy of the western mind, but without the hype. We imagine that there are happy people somewhere. What the people of Fiji can help us to understand better what Margaret Mead meant when she said, "It's all one world. There are no islands anymore." Yet with all their contact with Western ways, the people of Fiji have maintained a high level of traditional values. Fortunately, cannibalism is not one of those values. The Fiji Islands used to be called the "Cannibal Isles." The Fijians deserve a place in the human tapestry of this course, and while representing the cultures of the Pacific, have much to offer us by way of inspiration and example in the West, particularly since we are happiness seekers too.

OBJECTIVES

1. To familiarize students with the history of the "crossroads of the Pacific," the Fiji Islands. These islands are indeed the crossroads. You cannot go to or from New Zealand or Australia without stopping here. My wife and I met a young Kiwi gentleman (New Zealander) on his way to Kalamazoo (!) to participate in the tennis matches at K College! Crossroads, indeed!
2. To familiarize students with the culture of Fiji as expressed in music, sculpture, dance, culinary arts, and language. We will learn a capsule Fijian vocabulary.
3. To familiarize students with the instructor's personal memories of Fiji through his own personal slides and through readings from his book, **Meditations for Spiritual misfits**, partially written in these islands.
4. Thus to incorporate the Fijian face into that human tapestry as it unfolds in the course.

METHODOLOGY

Lectures/Discussions: First Week, First Class, Lecture: The Geography, History, Economy, and the People of the Fiji Islands; First Week, Second Class, Lecture: The Arts, Crafts, Foods, and Language of the Fiji Islands; Second Week, First Class, a taste of the music (taped) heard by the instructor in a Meke (dance) celebration, an examination of some pieces of sculpture owned by the instructor, and if I can acquire it from the Fiji embassy, a video of the Meke; Second Week, Second Class, Slide Presentation: Professor Badra in the Fiji Islands.

Audio-Visuals: I have a collection of slides and sculpture. I would like to add to the collection with music and videos and artifacts over time. The Fiji Islands Embassy in Washington is willing to help me.

Readings: I have a significant booklist of titles, although not as many as I found for Tahiti (*about 25 titles) ranging from history to literature. I would like to order some of the more pertinent materials for the library.

Assignments: Students will be given a choice of several essay type questions to reflect upon based on the Fijian material given in class. The questions will be found on the first of three essay type quizzes given in this course.

Evaluation: I always look for evidence that the student listened in class, accomplished some pertinent reading outside of class, and gave some personal consideration to the material.

Resources:

Campbell, I C. A History of the Pacific Islands. University of California, 1989.

Stanley, David. Fiji Islands Handbook. Moon Publications, 1990.

Kakau, Eci. The Wisdom of Fiji. Suva: Institute of Pacific Studies, 1981.

Subramani. South Pacific Literature. Suva: Institute of Pacific Studies, 1981.

Ravavu, Asesela. The Fijian Way of Life. Suva: Institute of Pacific Studies, 1983.

Scarr, Deryck. Fiji: A Short History. Hawaii: Institute for Polynesian Studies, 1984.

INTERNATIONAL MODULE

NAME: Kathryn B. Smith

COURSE TITLE AND NUMBER: Introduction to Philosophy - PHI 201

MODULE TITLE: The Nature of Perception

DESCRIPTION OF MODULE

The methodology that I use for PHI 201 is to infuse the views of a classical Indian philosopher into the discussion of Western theories of perception of modern European philosophers, who flourished in the A.D. 1600's and 1700'S. The views of the classical Indian philosopher date from approximately A.D. 300 or as late as A.D. 550, yet the sanskrit terminology that was in place was just as sophisticated as the terminology used in the 1600's and 1700's. The philosophical discussion stands to be enriched by the inclusion of Indian philosophy.

OBJECTIVES

1. The student will be able to understand the theoretical reasoning underpinning the major theories of perception.
2. The student will able to apply an assigned theory of perception in order to solve various perceptual problems.
3. The student will be able to understand that philosophers from varied cultural backgrounds and different historical time periods have examined the nature of perception.

METHODOLOGY

Lectures/Discussions:
- Talk on the properties of matter and the scientific description
- Talk on naive realism
- Talk on Rene Descartes and representative realism
- Talk on Bishop George Berkeley and phenomenalism
- Talk on Vasubandhu and the immaterialist argument
- Talk on Thomas Reid and sophisticated direct realism

Audio-Visuals: VTC "Does Mind Matter": The U.G. Krishnamurti interview.

Readings: Living Issues in Philosophy by Titus/Smith/Nolan
Chapter 14 Idealism and Realism
Chapter 20 Asian Thought

Assignments: There will be a thought experiment problem on the existence and status of the external world. Each student will be assigned one of the theories of perception discussed in class. The class will be divided-up into small discussion groups. Class time will be given for the solution of the thought experiment problem. Then each student will be expected to turn-in a three to five page typed essay on their solution to the problem.

Evaluation: The essays on the thought experiment problem will be evaluated not only on having the right answer but also on justifying the answer with reasons that are consistent with the assigned perceptual theory.

Resources: Ways to the Center: An Introduction to World Religions by D. L. Carmody and J. T. Carmody

Perception: An Essay on Classical Indian Theories of Knowledge by Matilal.

INTERNATIONAL MODULE

NAME: Keith Schirmer

COURSE TITLE AND NUMBER: Introduction to Philosophy - PHI 201

MODULE TITLE: Absolute Idealism: A Hindu Perspective

DESCRIPTION OF MODULE

The purpose of this module is to introduce the introductory philosophy student to philosophic Hinduism. This two-week intellectual journey will be a self-contained learning module that will be infused into the course at about the seventh week. The module will focus on a systematic coverage of the philosophies of two famous Indian thinkers: the 9th century sage Shankara, and the influential 20th century statesman-philosopher Sarvepalli Radhakrishnan. These well-known thinkers hold a type of philosophy called absolute or objective idealism by Western philosophers. By studying philosophic Hinduism the students will have the opportunity to explore one of the richest and most interesting intellectual-religious traditions of any civilizations.

OBJECTIVES

There are four general objectives:

1. To assist the learner in <u>understanding</u> some key concepts in philosophic Hinduism (such as: Brahman, Atman, Moksha, Karma, Samsora, Jiva, Maya, Isvara, Ashramas, Yoga, etc.)

2. To help the learner make intelligent and accurate <u>comparisons</u> between Western and Eastern philosophies.

3. To assist the learner in developing an <u>appreciation</u> of some examples of great Indian literature and thought.

4. To encourage the learner to develop a <u>tolerant attitude</u> toward peoples of India who have different folkways and mores than we do.

Lectures/Discussions:

First lecture/discussion: The Hindu conception of reality
Second " The Hindu conception of human nature
Third " The Hindu conception of knowledge
Fourth " The Hindu conception of value and morality
Fifth " The Hindu conception of society and government
Sixth " The Hindu conception of religion

Audio-Visuals:

Chalk board diagrams will be used in my lecture/discussions
Overhead projections will be used in class
Audiotape by Radhakrishnan will be played in class
Library audiotapes of classical Indian music will be available for students

Readings: (These are rather substantive readings requiring classroom work and discussion.)

1. "The Spirit of Indian Philosophy" by Radhakrishnan and Moore (10 pages) from A Source Book in Indian Philosophy, Princeton University Press, 1957.

2. "The Crest-Jewel of Discrimination" by Shankara (8 pages) from Crest-Jewel of Discrimination with a Garland of Questions and Answers, Vedanta Press, 1946.

3. "Karma and Freedom" by Radhakrishnan (3 pages) from An Idealist View of Life, George Allen & Unwin, 1932.

Assignments: The three readings mentioned above are assigned on closed reserve in the library.

Evaluations: There will be a one hour multiple-choice and short essay exam.

Resources:

A Source Book in Indian Philosophy by Sarvepalli Radhakrishnan and Charles A. Moore. Princeton, 1957. Princeton, New Jersey.

An Idealist View of Life by Sarvepalli Radhakrishnan. George Allen and Unwin, 1957. London

The Bhagavad Gita. Translated by Swami Shirpurchit. Knopf, 1977. New York

Eastern Religions and Western Thought by Sarvepalli Radhakrishnan. Oxford, 1940. New York

Hinduism by A. C. Bouquet. Hutchinson, 1966. London

"Idealism" by H. B. Acton. Volume 4 The Encyclopedia of Philosophy. Edited by Paul Edwards. Macmillan, 1967. New York

Idealism: A Critical Survey by A. C. Ewing. Methuen, 1961. Strand, England

Oriental Philosophies by John M. Koller. Charles Scribner's Sons, 1970. New York

Radhakrishnan: An Anthology. Edited by A. N. Marlow. George Allen and Unwin, 1952. London

Radhakrishnan: Selected Writings on Philosophy, Religion, and Culture. Edited by Robert A McDermott. Dutton, 1970. New York

Religion and Society by Sarvepalli Radhakrishnan. George Allen and Unwin, 1969. London

"Sankara" by Ninian Smart. Volume 4 The Encyclopedia of Philosophy. Edited by Paul Edwards. Macmillan, 1967. New York

Shankara's Crest-Jewel of Discrimination with a Garland of Questions and Answers. Translated by Swami Prabhavananda and Christopher Isherwood. New American Library, 1970. New York

Traditional India. Edited by O. L. Chavarria-Aquilar. Prentice-Hall, 1964. Englewood Cliffs, New Jersey

The Wonder that was India by A. L. Basham. Grove Press, 1954. New York

The World's Living Religions by Archie Bahm. Dell, 1964. New York

INTERNATIONAL MODULE

NAME: Kathryn B. Smith

COURSE TITLE AND NUMBER: Applied Ethics - PHI 205

MODULE TITLE: World Hunger and Economic Justice

DESCRIPTION OF MODULE

The textbook for PHI 205 is Applying Ethics by Olen and Barry. This text contains a chapter entitled "World Hunger and Economic Justice". The chapter addresses such issues as: Do affluent nations have a moral obligation to help the world's starving masses? How should the world's goods be distributed? Also, such considerations a liberty, property rights, causes of world hunger, distributive justice and productive justice are analyzed. The essays address both sides of the aid issue. One essay argues for an obligation not to help, two essays argue for an obligation to help and one essay argues that helping is morally permissible but not obligatory. This chapter will supply the groundwork for a more in-depth analysis of global hunger. I also plan to address past development efforts and the shift from top-down strategies to bottom-up community oriented approaches.

OBJECTIVES

1. The student will be able to understand the taxonomy of world hunger.
2. The student will be able to understand the moral issues related to world hunger.
3. The student will be able to better express personal viewpoints on the issue of world hunger.

METHODOLOGY

Lectures/Discussions:
- Talk on liberty and property rights vs. subsistence rights
- Talk on the principle of utility vs. the principle of humanity as an end
- Talk on distributive and productive justice
- Talk on killings without forethought or intention
- Talk on the sharing ethic

Audio-Visuals: "The Business of Hunger" and "When the Harvest Comes"

Readings: Applying Ethics: A Text with Readings by Olen and Barry, Chapter 9.

Assignments: In a three to five page typed essay analyze and evaluate the following articles found in chapter 9 of your text: Garret Hardin's "Lifeboat Ethics: The Case Against Helping the

Poor": and Richard A. Watson's" Reason and Morality in a World of Limited Food". Determine how each writer justifies his position with moral rules, principles and theories. Discuss any weaknesses that you many find in their arguments. State your own personal viewpoint on the issue of world hunger and justify your viewpoint with moral rules and principles.

Evaluation: The student will be evaluated on his/her ability to justify their opinions with moral rules and moral principles.

Resources: MSU CASID occasional paper #4 "Community Participation in Field Research from Kenya Marisland" by David J. Campbell.

Strategic for African Development by Robert Berg and Jennifer Whitaker.

INTERNATIONAL MODULE

NAME: Harland Fish

COURSE TITLE AND NUMBER: Conceptual Physics - PHY 100

MODULE TITLE: A Short History of Science and the Development of the International System of Units (SI)

DESCRIPTION OF MODULE

This module consists of three hour and a half lecture/discussion sessions. It contains a brief history of metrology (the science of measurement) tracing the development to the world-wide acceptance of the International System of units by scientific community and adoption for international commerce and trade. Emphasis will be on the international aspects of the development of the English system of measure and acceptance of SI by various nations. The module contains ancient, medieval, and modern units of measure.

The module includes a brief historical development of science starting with early Greek, Persian, Chinese, and European contributions. The country (location and name) of contributors will be noted. The module stresses the impact of physics on the world and the world on the development of physics.

OBJECTIVES

1. Describe the political climate during the historical development of the metric system.
2. Discuss why the metric system did not "happen" before the French Revolution.
3. Explain why the metric system developed in France. Why not China? Japan? England? America?
4. Explain why other countries have adopted the SI system before the U.S.A. Why did Russia adopt it before us?
5. Trace the historical path of "our" system of measure.
6. Trace the development of metrology on a world globe or map.
7. Identify selected geographical locations on a map that have historical significance to the development of physics.
8. Use the correct historical name and current name of selected geographical locations.
9. Argue, from an international perspective for and against an international system of units.
10. List advantages and disadvantages, from an international point of view, of the SI.
11. Discuss the differences between the U.S. and other countries which would cause the United States to resist adoption of the SI units while other countries do adopt.
12. Identify some of the contributions to the development of

physics including but not limited to; China, Iraq, Egypt, England, Norway, Greece.
13. Name and locate the native country of selected persons of science.

METHODOLOGY

Lecture/discussion: Brief history of science/physics from pre-Greek to Newton. Class discussion regarding the various cosmologies and world views in respect to the philosophy of origin. Historical development of the "English" system of measure. Class discussion regarding the various international roots and the interrelationships between the political-economic-military climate and the spread of ideas. Historical development of the metric and SI units of measure class discussion regarding the events leading to and following the French revolution. Science as an international activity.

Audio/Visuals:
Class hand-outs
Transparencies
Class lecture cassette
Selected VHS tapes-cassettes

Readings:
Chapter one Paul Hewitt, Conceptual Physics, Magazine articles.

Magazine article summary, essays, points to ponder-homework questions, laboratory-measurement and the SI system.

Evaluation:
Magazine articles, essays, test, homework, laboratory report.

Resources:

INTERNATIONAL MODULE

NAME: Tom Oberlink

COURSE TITLE AND NUMBER: Introduction to Political Science - PSI 100

MODULE TITLE: A Comparative Analysis of Cultural Development

DESCRIPTION OF MODULE

The one-week module is designed as a capstone to the introductory political science survey course. After examining those nation-states defined as political democracies it further builds on the commonalities relating to their historical development/evolution. By contrast, nation-states labeled developing countries frequently experience grave obstacles as they strive for modernity. The purpose of the module is to relate the common developmental processes of industrialized political democracies as well as relate the common problems faced by developing nation-states.

OBJECTIVES

The primary objectives are:

1) To examine the processes by which industrialized nation-states evolve to political democracy
2) To underscore the importance of economic development (the Industrial Revolution) as the substructure for 19th century social and political advancement among political democracies
3) To establish the inter-relationship between the economic fabric (particularly the role literacy plays in the evolution of political democracies) with the evolution of suffrage and democratic political institutions
4) To survey the difficulties many underdeveloped nation-states experience when confronted with monumental social and economic problems
5) To comprehend why developing nation-states most frequently adhere to authoritarian political regimes in the process of modernization

METHODOLOGY

Lecture/discussion: The Lecture/discussion format is most frequently used as the time spent on this module is limited and the questions are many. Lecture materials address the correlation of economic industrial development among "western" nation-states including the per capita wealth generated and the distribution of wealth within the nations. Each has experienced the "rise of the middle class" with accompanying social mobility. The wealth generated provides for universal compulsory literacy and the increased social homogeneity as can be achieved via mass telecommunications, and therefore, the building of a common cultural base. Independent interest groups and professional bureaucracies are cardinal virtues. Separation of church and state

is significant also. These issues are established as a common basis for western industrial political democracies. By contrast emerging developing countries often lack these features, and therefore, experience political instability on the road to modernity.

Problems/obstacles to modernization among underdeveloped countries include references to

a. overpopulation, illiteracy and lack of medical/sanitation facilities
b. food scarcity-subsistence agricultural techniques
c. primary commodities exports
d. lack of or limited middle or entrepreneurial class
e. authoritarian regimes
f. "Cult of Rising Expectations"

Audio-visual: None.

Evaluation: Comprehension and mastery of concepts presented in class are included as part of an examination which all students are required to take.

INTERNATIONAL MODULE

NAME: Timothy Farrow

COURSE TITLE AND NUMBER: American Government - PSI 101

MODULE TITLE: The Origin and Ending of the Cold War: Its Impact on Czechoslovakia/Eastern Europe and US Foreign Policy, 1945-1990

DESCRIPTION OF MODULE

This module is intended to provide students with an explanation of the origin and ending of the Cold War and the impact that it had on Czechoslovakia and other nations of the former Eastern Europe Communist Bloc. It also is designed to offer explanations for the shape, direction, and scope for the last 35 years of US foreign policy.

OBJECTIVES

1. To offer the student an explanation of the Cold ar and its impact on Czechoslovakia in particular and Eastern Europe in general.

2. To offer the student an explanation of US foreign policy during the past 35 years.

3. To offer the student an understanding of the political realities of "the other side" during the Cold War.

4. To make the student aware of changing political relationships in the post Cold War era.

5. To familiarize the student with past and present political, cultural, and economic realities of the nations in Eastern Europe.

METHODOLOGY

Lectures/Discussions: The module will revolve around lectures and discussions. The course begins focusing on the Russian Revolution and works through to World War II and the post war political and geographical boundaries that were drawn. It proceeds with discussions of significant events that occurred from 1954 through 1990.

Audio-Visuals:

Movies:

1. The Red Nightmare. This film documents the events leading to the Russian Revolution and sets the stage for the coming conflict between capitalism and communism.

2. At The Brink. This film is a description of the Cuban Missile Crisis and presents a valid and accurate account of how this crisis was a classic confrontation point in the Cold War. It also presents an accurate account of the US foreign policy decision making process.

Readings:

1. Main text: American Government, Second Edition. Gittleson, Dudley, and Dubnick. Houghton-Mifflin.

2. Recommended/On reserve: After the Velvet Revolution: Vaclav Havel and the New Leaders of Czechoslovakia Speak Out. Freedom House, New York, 1991.

3. Recommended/On reserve: American Foreign Policy Since World War II. Spanier, John W. Hold, Rinehart and Winston. 1991.

*Czechoslovakia is still in the process of tremendous domestic political turmoil. There is a serious problem finding up-to-date texts.

Assignments: Students will be required to write a short term paper (5-8 pages) on an issue or topic within the subject. Attendance and participation will be graded.

Evaluation: There will be two primary evaluation tools.

1. The Term paper.

2. A major exam will be given to cover the module's content.

Resources: The only other resource will be the instructor's personal research on Czechoslovakia. The instructor has visited the country many times and has presented original research in the field. Please contact Theo Sypris, Project Director at (616) 372-5283 for a copy of the research report and supporting materials.

INTERNATIONAL MODULE

NAME: Jennifer Rees

COURSE TITLE AND NUMBER: General Psychology - PSY 211

MODULE TITLE: Local Cultures/Global Issues Control

DESCRIPTION OF MODULE

This module will consist of a double section (approximately 40 students), fully coordinated Learning Community combining PSY 211 and ENG 112 under the theme of "The Role of Control" which will be taught by two instructors who will generally be present in the classroom with the students for the entire 7 hours per week. This will take place Winter Semester, 1993, and will have the support of the Learning Communities Coordinator at Delta College. The course will be divided into four parts, each part combining a basis of the scientific principles underlying human experience and behavior and a framework of the intrapsychic, behavioral, physiological, and environmental viewpoints of the discipline with writing assignments bringing to bear student research, reading of texts, and seminars. Part 1 might be called "Roots". Students will trace locally their own background applying scientific method and oral history. Part 2 will be on "Mass Media". We will focus on the treatment of marginalized groups, "others" particularly foreign groups within and without the United States, and the shaping of norms and attitudes through mass media. Part 3 will focus on "Roles of Men and Women". This part will consider masculine and feminine culture as different cultures. Both local, national, and international gender issues will be relevant. Part 4 will focus on "Poverty". We will look closely at poverty of marginalized majority groups in South Africa and extrapolate the effects of poverty to local issues. Throughout all four parts students will be expanding their ability to apply the psychological principles and viewpoints to the topics while recognizing potential limitations in doing so. The focus of the entire course will be on local, national, and international issues of power and control of marginalized groups as they relate to race, class, and gender.

OBJECTIVES

Specific course objectives are to present students with an overview of the field of psychology and the tools for objective, critical evaluation of research, to encourage students to apply psychology for a better understanding of themselves, others, and society in general particularly in relationship to race, class, and gender and to further student competence in the writing of researched based essays. In addition, students will learn both the value of and the skill of collaborative learning and work; to think critically about issues that both connect with and at first seem beyond their own individual worlds; to analyze in sophisticated and integrated ways issues of race, class, gender, and marginalization, both at home and abroad.

Lectures/Discussions: There will be some lecturing on principles of psychology as well as an occasional lecture on literature and composition. Discussion will be the primary focus of student learning. Students will be placed in "permanent" small groups that become their study groups for the semester as well as groups that are given specific tasks to bring back to the larger group in various ways. The other principle discussion method employed will be almost weekly seminars that are quite formalized and will require preparation, organization, and participation by all class members. Seminars will focus on readings.

Audio-Visuals: We will use some film and overheads for instructional purposes as well as encouraging students to produce their own audio-visual material to share with others.

Readings: A psychology textbook; Kaffir Boy by Mark Mathabane; Being There by Jerzy Kozinski; The Handmaid's Tale by Margaret Atwood; and Mango Street by Sandra Cisneros. Each small group will probably reading one of a series of "Opposing Viewpoints" books. Other readings will be student selected on an individual or small group basis.

Assignments: Student writing will consist of 1) an oral history as they discover their own backgrounds; 2) two or three other research based essays on other sections of the class (poverty, roles of men and women, etc.); 3) scientific-type writing based on experiments and research; 4) an examination of professional psychological sources; 5) an identification of psychological principles in popular press and comics; and 6) essay tests and quizzes. Students will also have a project to investigate and present which they can arrive at themselves but which must relate to the issues of marginality and cross-culturalism centered by the course.

Evaluation: Individual student evaluation will be based on test results and paper grades as well as grades on other projects such as their presentations and seminar work. Furthermore, we will be setting up probably two other kinds of assessments; 1) a comparison of this group with other groups in general psychology; and 2) an assessment of cognitive development perhaps using the Perry model (this part is still under consideration).

Resources:

Atwood, Margaret. The Handmaid's Tale. New York: Fawcett Crest. 1985.

Cisneros, Sandra. The House on Mango Street. New York: Vintage Books. 1989.

Kozinski, Jerzy. Being There. Toronto: Bantum Books. 1971.

Male/Female Roles: Opposing Viewpoints. St. Paul: Greenhaven Press. 1989.

The Mass Media: Opposing Viewpoints. St. Paul: Greenhaven Press. 1989.

Mathabane, Mark. Kaffir Boy. New York: Signet Books. 1966.

Poverty: Opposing Viewpoints. St. Paul: Greenhaven Press. 1989.

Huffman, Karen, Mark Vernoy, Barbara Williams, Judith Vernoy, Psychology in Action. New York: John Wiley & Sons. 1991.

Sebranek, Partick, Verne Meyer, Dave Kemper. Writers Inc. Burlington, WI: Write Source. 1990.

(Films will be selected by the Learning Community.)

INTERNATIONAL MODULE

NAME: Stephen E. Louisell

COURSE TITLE AND NUMBER: Introductory Psychology - PSY 150

MODULE TITLE: "Psychiatric Practices in the People's Republic of China, 1948 to Present"

DESCRIPTION OF MODULE

An introduction to the history and present status of psychiatry in the People's Republic of China. Special attention will be given to the following topics: 1) the reasons which led to the neglect of psychiatry prior to Liberation in 1949: 2) the dominance of Pavlovian theory following Liberation; 3) the progress that occurred during the "Great Leap Forward" (1958-1966); 4) the dramatic changes brought about by the "Cultural Revolution" (1966-1984); and 5) the evolution of Chinese psychiatry since the end of the Cultural Revolution.

OBJECTIVES

Upon completion of this module, students will be able to:

1. Describe the status of psychiatry in pre-Liberation China.
2. Discuss several reasons for the neglect of psychiatry in pre-Liberation China.
3. Explain the predominance of Pavlovian theory following Liberation.
4. Assess the effects of the 1952 banning of psychology and other social sciences.
5. Appraise the progress that occurred in Chinese psychiatry during the "Great Leap Forward."
6. Analyze the political implications of the national campaign against neurasthenia that occurred during the Great Leap Forward.
7. Describe the "Intensive Comprehensive Group Treatment" that was used to treat neurasthenias.
8. Explain why psychiatric progress ground to a halt during the "Cultural Revolution."
9. Describe life in the Shanghai Psychiatric Hospital during the period of the Cultural Revolution.
10. Relate how the purge of the "Gang of Four" led to the re-birth of psychiatry in China.
11. Relate why Chinese psychiatric data should be interpreted with caution.
12. Contrast life in the Shanghai Mental Health Center (formerly known as the Shanghai Psychiatric Hospital) in 1992 with life in the same facility during the Cultural Revolution.
13. Compare the status of the community mental health movement in China with a similar movement in the United States.
14. Compare the predominate American approach to the treatment of the psychoses with the present Chinese approach.

15. Identify salient differences between the Chinese Classification and Diagnostic Criteria of Mental Disorders (CCMD-2) and the Diagnostic and Statistical Manual of Mental Disorders (DSM-III-R).
16. Assess the significance of the difference in emphasis between American psychiatrists, who concentrate on less severe problems in living, and Chinese psychiatrists, who focus on schizophrenia and other serious problems.
17. Describe how American psychiatry was used to control political behavior in the case of Ezra Pound.

Lectures/Discussions: Lectures and discussions will cover each of the module objectives in the order that they are listed.

Audio-Visuals: Slides taken inside the Shanghai Mental Health Center, July 1991, will be shown. These slides depict everyday life and treatment, including acupuncture and occupation therapy, in the largest mental health facility in China.

Assignments: Selected sections of the following works will be assigned:

1. Mental Health Planning for One Billion People, Edited by Tsung-ye Lin and Leon Eisenberg
2. Chinese Classification and Diagnostic Criteria of Mental Disorders (2nd ed.)
3. Diagnostic and Statistical Manual of Mental Disorders (3rd ed. revised)
4. The Execution of Mayor Yin and Other Stories from the Great Proletarian Cultural Revolution, by Chen Jo-hysi
5. China: Science Walks on Two Legs, by Science for the People.

Evaluation: Assessment over lectures and readings will take two forms:

1. A blue book essay examination over the module objectives
2. A structured term paper on objective #16 above. In large sections the class will be divided into groups of five, with each group being held responsible for the preparation of one term paper. After instructor has read and evaluated each group project, groups will be quizzed verbally to assess the individual expertise and competence of group members. A separate grade will be assigned for this oral defense.

INTERNATIONAL MODULE

NAME: Nan White

COURSE TITLE AND NUMBER: Introduction to Psychology - PSY 251

MODULE TITLE: Global Psychology

DESCRIPTION OF MODULE

The purpose of this module is to introduce to the student, an orientation toward common, world psychological and cultural processes as they manifest in rites of passage, birth rites, initiations and puberty rites, weddings, cultures and in individual behaviors. Specifically, the unconscious motifs found in three fundamental life experiences; birth and child hood, initiation and adolescence, and marriage and adulthood and death and remembrance. The theoretical work of Carl Jung, particularly as expanded in Symbols of Transformation will be examined. A popularization of Jung's theories will also be studied in The Power of Myth by Joseph Campbell and in a photographic essay of 40,000 photographs of rites of passage from 73 countries around the globe entitled The Circle of Life by David Cohen.

OBJECTIVES

1. Describe, in general, how psychological and cultural processes manifest in rites of passage, birth rites, initiations and puberty rites, weddings, anniversaries, retirements and death ceremonies of various cultures and in individual behaviors.
2. Identify, in particular, what a rite of passage is and explain its psychological component.
3. Identify birth rites, initiations and puberty rites, weddings, anniversaries, retirements and death ceremonies of various cultures and individual behaviors.
4. Explain common human conscious and unconscious motifs.
5. Differentiate between conscious and unconscious processes.
6. Investigate the psychology of fundamental life experiences of birth and childhood, initiation and adolescence, marriage and adulthood and death and remembrance.
7. Describe and explain the theoretical work of Carl Jung.
8. Describe and explain the popularization of Jung's work by Joseph Campbell.
9. Examine the photographs edited by David Cohen.
10. Summarize the commonalities of global psychologies.

METHODOLOGY

Lectures/Discussions: Three lecture/discussion hours will be devoted to this module. Dyads and small group discussion will be used to record the student's own experience with regard to the material.

Audio-Visuals: A video transfer tape, or overhead projector, will be used for viewing several of the photographs presented in the Circle of Life photographic essay. A second video on the life and work of Carl Jung will be shown. A segment of the six hour video series interview of Joseph Campbell, by Bill Moyers, will be shown.

Assignments: Conduct an interview with one person from another culture regarding the psychological and cultural components in the studied course of rites of passage.

Evaluation: Written essay examination.

Resources:

INTERNATIONAL MODULE

NAME: Terri Bruce and Elizabeth Neumeyer

COURSE TITLE AND NUMBER: College Study Skills and Text Reading Study Skills - RSS 110

MODULE TITLE: How did Kuwait get to be Kuwait and Other World Mysteries

DESCRIPTION OF MODULE

The module would be centered on selected current event(s) that are timely. The student would hear a brief lecture that would give the basics of the event with some general historical background. A pertinent news article from a magazine or newspaper would accompany the mini-lecture. Students would practice the study skills they are learning with actual lecture material. Ms. Neumeyer would do the mini-lecture (and put it on video as it is not always possible to give them "Live"). Both instructors would collaborate on selecting subjects and news materials that would best meet the objectives. The modules would be set up in such a way as to allow teachers to adapt it to any news events. For purposes of the module, the authors have chosen a subject that is more recent than Desert Storm and Kuwait, the issue of "Buying American" and trade relations and global economy in general. What would be explored is interdependence of national economies, the interconnectedness of corporations, and the definitions and difficulties of 'Buying American."

OBJECTIVES

The students will be able to:

1. Isolate, separate and condense the main points of the lecture according to the note taking method taught
2. Indent and list the supporting points for the above main points.
3. Ask questions at the end of a lecture that will help obtain a complete set of lecture notes, determining and clarifying points.
4. Locate key words to study or question for review of notes according to study method taught.
5. Arrange or organize notes for studying to prepare for a test on the notes.
6. Find the main idea and outline the supporting ideas in a news article that supports the lecture topic (Buying American).
7. Explain what the graph or chart is showing about the main point or supporting point in a given news article (Buying American).
8. Locate countries or areas pertinent to the topic on a blank map.

9. Use both lecture notes and article points to answer the question "What is buying American" drawing inferences and conclusions on the subject.
10. Read more fluently and with greater understanding by having more knowledge of the world and its cultures.
11. Reinforce their ability to take study notes and outlines using world news events and articles.
12. Develop a cultural frame of reference on selected news events by learning the vocabulary and geography that pertains to it.

METHODOLOGY

Lectures/Discussions: (The number of news events is up to the instructor in the study skills class and does not have to be contiguous but infused at different times in the class.) Approximately nine (9) lecture/discussion/practice hours will be devoted to this module. Students will be taught through lecture and practice to employ a certain note taking method for their course. This will be presented by the study skills teacher. The social science teacher will then present a lecture giving background on a selected news event (Buying American) and the students will practice taking notes. The study skills lectures will emphasize note-taking methods and the brief news lecture will emphasize the complications behind a statement like "Buying American".

Audio-Visuals:

- Chart from the U.S. Department of State illustrating direct foreign investment in the United States as well as U.S. investment abroad.
- Chart from Forbes Magazine showing the largest 100 foreign companies in the U.S.
- "Before you eat breakfast this morning" chart illustrating the international sources of many common household items.
- "Cathy" cartoon illustrating international sources of common items.
- Ad from Buick "What's the best incentive to buy American".
- Illustrations of well-taken lecture notes and styles of indenting supporting points.
- Blank World Map from World Bank.

Readings: Langan, John Reading and Study Skills Fifth Ed, Form A New York: McGraw Hill 1992
Zuckerman, Mortimer "America First or Last," U.S. News and World Report, March 2, 1992
Kaufman, Stan "U.S. Firms Make It Hard To Buy American," Battle Creek Enquirer, Feb. 19, 1992, p.6A
AV charts and graphs listed above
Any current materials will suffice here

Assignments: "Taking Classroom Notes" from Reading and Study Skills (see above) pp. 39-66.
"Textbook Study 1 PRWR Study Method" and "II Using PRWR" pp. 86-139.
"Reading Graphs and Tables" pp. 505-514.
News articles and charts listed above.

Evaluations:
1. Handing in "Buying American" lecture notes in proper form.
2. Writing out review questions and definitions of key words.
3. Test.

Resources:

BUYING AMERICAN:

1. Foreign Investment in the United States: Unit 6 of Great Decisions see address below for Foreign Policy Association.
2. Foreign Investment in the U.S. Congressional Quarterly Editorial Research Reports, Volume 1, No. 12, pp. 166-179.
3. Introduction to International Trade-pamphlet series from Intercom (see SPICE address below) (Has Cathy cartoon and numerous teaching ideas)
4. "One Hundred Largest Foreign Investments in the U.S." published yearly in Forbes Magazine (this list from July 27, 1987 issue pp. 146-150.
5. Seeds Magazine, Oakhurst Baptist Church, 222 East Lake Drive, Decatur, GA 30030 source for chart on "Before you finish eating breakfast this morning".
6. Who Owns Whom 1991: North America Dun and Bradstreet, England, 1991.

GENERAL NEWS MATERIALS BACKGROUND MATERIALS (for student and/or instructor):

1. Annual Editions Series: there are a number of different paperbacks such as Global Issues, World Politics, as well as those on world areas such as the Middle East. These are revised every 2nd year.
2. Choices for the 21st Century: a series of mini-units that have a nominal price and then can be copied for the class: write to Center for Foreign Policy Dev., Brown University, Box 1948, Providence RI 02912: eg. "Facing a Disintegrated Soviet Union" Jan, 1992, 45 pages.
3. Comparative World Atlas (with blackline master sets) Hammond Inc., 515 Valley Street, Maplewood NJ 07040.
4. Current Issues (use most current edition) from Closeup Foundation. They have many suitable news materials. Closeup Pub., Dept C322, 44 Canal Center Plaza, Alexandra VA 22314-1592.
5. Great decisions put out yearly-can buy back issues for more recent years-excellent background material, bibliographies, suggested activities. Foreign Policy Association, 729 Seventh Avenue, NY, NY 10019.
6. Intercom: The American Forum for Global Education, 45 John Street, Suite 908, NY, NY 10038.

7. Newsweek and other news magazines like Time and U.S. News have classroom programs. So do newspapers like Wall Street Journal and Washington Post. We have used Newsweek's program and liked the many support materials for the teacher.
8. Rand Mc Nally, World Facts and Maps use most recent edition, Chicago.
9. Rand Mc Nally, NBC News World Atlas and Almanac, use most recent edition.
10. Social Studies School Service (catalogue): this is a clearinghouse catalogue-it is much easier to read their "Global Education" section to find materials-although it has all educational levels, they are clearly marked and the advanced high school materials are useful in community college study skills classes. Address: 10200 Jefferson Boulevard, Room A 911, PO Box 802, Culver City, CA 90232-0802.
11. Stanford Program on International and Cross-cultural Education (SPICE) many global materials - this was source of Intro. to International Trade pamphlet listed in no. 3 above. They co-published this with Intercom. Littlefield Center, Room 14, 300 Laseun Street, Stanford University CA 94305-5013.
12. World Eagle, a monthly magazine of resources for the teacher - they have many maps, graphs, charts, all with photocopy permission) They also have a catalogue of other materials. World Eagle, 64 Washburn Avenue, Wellesley, Mass 02181.
13. World Bank Catalogue of Educational Materials - World Bank Publications Sales Unit Washington D.C. 20433.
14. Worldwise: The International Newspaper, geared to 9-12 grade but suitable for study skills labs or classes, $.65 a copy, each monthly issue concentrates on one topic - can subscribe for any number of months to fit your course. 4 West Wheelock Street, Hanover, NH 03755.

INTERNATIONAL MODULE

NAME: Robert Badra

COURSE TITLE AND NUMBER: Comparative Religions - PHI 209

MODULE TITLE: Demography, Christianity, and the Future

DESCRIPTION OF MODULE

Christianity, through colonialism, impressed itself on the rest of the world along with Western values. Conversion and economic well-being often went hand-in-hand. This has all happened in the relatively short space of a few hundred years, longer ago in Asia and the Americas, not so long ago in Africa and Oceania. Now, what came around has come around. In the year 1900, 85% of those professing the Christian faith lived in Europe and North America, with the remaining 15% living in Asia, Africa, Oceania, and South America. In the year 1965, those percentages were 63% and 37% respectively. Clearly, a transposition was occurring. The direction of this transposition is quite clear. In the year 2000, those percentages will be 42% and 58% respectively. Christianity will no longer be white, male dominated. There are implications here for Christianity and for all world religions. It is the intention of this module to ponder the implications of such a transposition. A "transposition" is a shift from one space and time to another. With respect to Christianity, the Christian faith was transposed from Palestine to the Greco-Roman world. Then it was transposed to Europe and the West. Now, the transposition to the so-called Third World which took centuries, is complete. We are witnessing a process in which Christianity, at home in the West for nearly 2000 years, shifts its center of gravity into the so-called Third World, where adherents are more numerous. Thus, the explanation for the demographic projections above.

OBJECTIVES

1. To familiarize students with the nature of the transposition taking place in Christianity, as it shifts its center of gravity from the West to the so-called Third World.

2. To familiarize students with some of the implications of such a transposition: changes in value that could follow, changes in priorities, changes in the worship and liturgy of the Christian faith, changes that may effect style if not substance in the teachings of the Christian faith.

3. To familiarize students with some components that could help them develop a sense of religion needed in the 21st century, one which moves away from questions of "Who is right?" to questions moving toward a sense of world community composed of many faiths living in freedom, with mutual respect and peace.

METHODOLOGY

Lecture/Discussions: First Week, First Class, Lecture: From the Point Nosed to the Flat Nosed Christ, the Influence of Demographics and Transposition on the Face of Christianity; First Week, Second Class, Lecture: Many peoples, Many Languages, the Journey away from a Straight-line God and a Straight-line theology; Second Week, First Class, Lecture: A Religious Vision for the 21st Century, Creating a World Community; Second Week, Second Class, Lecture: The Future of Faith in America, in a Secular Society---A Question of Freedom.

Audio-Visuals: The Long Search Series, composed of 13 full length films on the religions of the world, contains several titles that would relate to this module: One on the Christian religion in Africa, and two titles on the changing face of faith in America. It wouldn't take much research to locate many titles that would support this module. It's what's happening today.

Readings: I have at least twenty books in my personal library and I am aware of many more that address the fascinating topic of this module. Among the titles: The Compassionate God by C.S.Song, The Eucharist and Human Liberation by T.S.Balasurya, Many Mansions by Harvey Cox, and the Golden String by Bede Griffiths.

Assignments: The student will have a choice of several essay type questions in the third of three essay type exams that are given during the semester.

Evaluations: I will look for evidence that the student listened in class, did some pertinent readings from the text and other sources, and contributed some original thinking of his/her own.

Resources:

Carmody and Carmody. Ways to the Center. Wadsworth, 1989.

Pelikan, Jaroslav. Jesus Through the Centuries. Yale, 1985.

Song, C.S. The Compassionate God. Orbis, 1987.

Smart, Ninian. Beyond Ideology. Harper and Row, 1981.

Cox, Harvey. Many Mansions. Beacon, 1988.

INTERNATIONAL MODULE

NAME: Dennis L. Choate

COURSE TITLE AND NUMBER: Principles of Sociology - SOC 101

MODULE TITLE: Cultural Diversity In a Changing World

DESCRIPTION OF MODULE

This module explores cultural diversity as an ongoing theme in the course Principles of Sociology. Culture, a basic concept of an introductory sociology course will be examined from the perspective of intercultural communication. A series of interactive classroom exercises will be used to raise students awareness of cultural value-differences. This will provide students with a framework for cross-cultural analysis of the major social institutions of family, religion and education. At this point students will then interview individuals from various cultural backgrounds to gather information for this analysis.

OBJECTIVES

1. To identify the fact that wide cultural variations exist from one society to another as well as within a single society.
2. To recognize majority American cultural values.
3. To identify potential sources of cultural misunderstanding between members of the U.S. society and members of other societies.
4. To increase understanding of the complexity of cross-cultural communication.
5. To develop the skills for gaining knowledge and understanding of the culture of any given society.
6. To recognize the variety of family structures and functions which can be found in different societies today.
7. To recognize how the institution of education varies from society to society.
8. To recognize how the institution of religion varies from society to society.
9. To give students the experience of intercultural communication.
10. To communicate information to others in both a verbal and written form.

11. To work effectively in a group setting.

12. To develop interviewing skills.

METHODOLOGY

Lectures/Discussions: Approximately six classes (9 hours) of time will be utilized for this module:

1) An introductory lecture and discussion with an emphasis on such basic concepts as ethnocentrism, cultural relativism, and core values.
2) The use of two videos that address the importance of cross-cultural understanding. Each video and discussion will involve one class period (see below).
3) Students will engage in a series of interactive exercises that will involve various multicultural situations. The format for this in-class activity will utilize two primary sources: Intercultural Interacting by V. Lynn Tyler (1987) and The Indochinese: New American, B.Y.U. Language Research Center (1981).

Audio-visuals:

1) Cold Water, shows the experiences and feelings of foreign students who have studied in the United States. Focuses on such issues as international adjustment, value conflict, privacy, and a variety of practical questions, e.g. managing time and styles of greeting.
2) Going International: Bridging the Cultural Gap, demonstrates that people with the pest of intentions can behave in ways which are perfectly acceptable at home, but inappropriate in foreign cultures.

Readings:

Bryjak, G. J. and M. Soroka. Sociology: Cultural Diversity In a Changing World. Boston, MA: Allyn and Bacon. 1992. pp. 49-68.

Badger, S. and Rubenstein (eds.). Ourselves and Others, The Washington Post Sociology Companion. Boston, MA: Allyn and Bacon, 1991. Chapter 9.

"Customs Vary With Cultures" from Living in the U.S.A. by Alison Lanier (Intercultural Press, 1981).

"The American Way" from Going International: How to Make Friends and Deal Effectively in the Global Marketplace by Copeland and Griggs (Random House, 1983).

"To See Ourselves" from Survival Kit for Overseas Living by L.R. Kohls (Intercultural Press, 1984).

"Let's Play Fifty Questions" from Survival Kit for Overseas Living by L.R. Kohl; (Intercultural Press, 1984).

Levine, R. and E. Wolff, "Social Time: The Heartbeat of Culture," Psychology Today, March 1985, pp. 28-35.

Assignments:

1) Readings
2) Interviews by students of individuals from different ethnic/cultural backgrounds to gather information regarding the major social institutions of family, religion, and education. Each student would concentrate on one institutional area.

Evaluation:

1) pre and post test.
2) paper on individual interviews

Resources:

THEORY

Asante, E.N. and C. Blake (eds.). Handbook of Intercultural Communication. Beverly Hills, CA: Sage, 1979.

Condon, J.C. and F. Yousef. An Introduction to Intercultural Communication. Indianapolis: Bobbs Merrill Co., 1975.

Hall, E. T. The Silent Language. Garden City, NY: Anchor Press, 1963.

_____. The Hidden Dimension. Garden City, NY: Doubleday and Co., Inc. 1966.

_____. Beyond Culture. Garden City, NY: Anchor Press, 1976.

Hoopes, D.S., P. Pedersen and G. W. Renwick. Overview of Intercultural Education, Training and Research, Vol. I: Theory. Washington, D.C.: Society for Intercultural Education, Training and Research, 1977.

Kohls, R.L. A Survival Kit for Overseas Living. Chicago, IL: Intercultural Network/SYSTRAN Publications, 1979.

Moran, R.T. and P.R. Harris. Managing Cultural Differences. Houston: Gulf Publishing Company, 1979.

Pusch, M.D. (ed.). Multicultural Education: A Cross-cultural Training Approach. LaGrange Park, IL: Intercultural Network, Inc., 1979.

Sikkema, M. and A.M.N. Howard, Cross-Cultural Learning and Self-Growth. New York, NY: International Association of School of Social Work, 1977.

TRAINING METHODS

Batchelder, D. and E. C. Warner (eds.). Beyond Experience. Brattleboro, V.T.: Experiment in International Living, 1977.

Casse, Pierre. Training for the Cross-Cultural Mind. Washington, D.C.: Society for Intercultural Training and Research, 19.

Hoopes, D.S. and P. Ventura (eds.). Intercultural Sourcebook. Washington, D.C.: Society for Intercultural Education, Training and Research, 1979.

Hoopes, D.S. (ed.). Overview, Vol. 2: Education and Training. Washington, D.C.: Society for Intercultural Education, Training and Research, 1978.

Kohls, R. and E. Ax. Methodologies for Trainers: A Compendium of Learning Strategies. Washington, D.C.: Futures Life Press, 1979.

Ruben, B.D. and R.W. Budd. Human Communication Handbook: Simulations and Games. Rochelle Park, NY: Hayden Book Company, Inc. 1975.

Weeks, W., P.B. Pedersen and R.W. Brislin. A Manual of Structured Experience for Cross-Cultural Learning. Washington, D.C.: Society for Intercultural Education, Training and Research, 1977.

APPLIED INTERCULTURAL COMMUNICATION

Brislin, R.W. and P. Pedersen. Cross-Cultural Orientation Programs. New York, NY: Garden Press, 1976.

Darrow, K. and B. Palmquist. The Transcultural Study Guide. Palo Alto, CA: Volunteers in Asia, 1975.

Fieg, J. and J.C. Blair. There is a Difference. Washington, D.C.: Meridian House International. 1975.

Fieg, J. and L.C. Blair. There is a Difference. Washington, D.C.: Meridian House International. 1977.

Gordon, R. Living in Latin America. Skokie, IL: National Textbook Co., 1974.

Hoopes, D.S. (ed.). Readings in Intercultural Communication, Vol. 2: Selected Course Syllabi in Intercultural Communication. Washington, D.C.: Society for Intercultural Education, Training and Research, 1977.

Kohls, R.L. A Survival Kit for Overseas Living. Chicago, IL: Intercultural Network/SYSTRAN Publications, 1979

Moran, R.T. and P.R. Harris. Managing Cultural Differences. Houston: Gulf Publishing Company, 1979.

Pusch, M.D. (ed.). Multicultural Education: A Cross-Cultural Training Approach. La Grange Park, IL: Intercultural Network, Inc., 1979.

Sikkema, M. and A.M.N. Howard, Cross-Cultural Differences. Houston: Gulf Publishing Company, 1979.

JOURNAL

International and Intercultural Communication Annual. Speech Communication Association, Falls Church, VA.

International Journal of Intercultural Relations. Society for Education, Training and Research, Washington, D.C.

Levine, R. and E. Wolff, "Social Time: The Heartbeat of Culture," Psychology Today, March 1985, pp. 28-35.

INTERNATIONAL MODULE

NAME: Richard Phillips

COURSE TITLE AND TITLE: Introduction to Sociology - SOC 102

MODULE TITLE: The World Through The Sociological Lens

DESCRIPTION OF THE MODULE

The World Through The Sociological Lens (the module) is separate from, but related to the following major topics covered in introductory sociology: culture; socialization; stratification; social change; the sociology of institutions such as the family, religion, economy, polity, education, and health; urbanization; population; and ecology; ethnic relations; and third world development.

International data and examples are whenever possible in discussions of those areas. Students with experiences in foreign countries, especially developing countries are encouraged to talk about their experiences at home and in the U.S.

In addition to the infusion of information regarding global sociology throughout the course, a specific module focuses on the sociology of the global society. It deals with culture, third world development, and demography. The module opens with the study of culture, and continues with an explanation of what the sociology of development is. It includes an analysis of theories of modernization and development. In addition there is a discussion of population, urbanization, and education in the third world as well as the political and economic aspects of the rise of multinational corporations. There is analysis of the question of aid and development including the including the question of who benefits. Finally there is discussion of ethnic relations and refugees.

OBJECTIVES

At the end of the module the student will:

1. Understand how the sociological imagination helps us interpret the relationship between individual behaviors, and events throughout the world.

2. Be knowledgeable of selected terms and concepts useful in understanding global sociology.

3. Understand selected problems faced in third world, and developing countries from a sociological perspective.

4. Understand something about ethnic relations in various countries.

5. Understand the interdependence of nations and peoples.

6. Understand the relationship between population growth or control, and third world development.

7. Be knowledgeable of the applicability of sociological terms and concepts to an increased understanding of the meaning of what is going on in the world.

METHODOLOGY

Lectures/Discussions: There are extensive lectures and discussion by the course instructor on the topics outlined above. These take several weeks.

Audio/Visuals: At least one audio-visual presentation is made. The goal is to develop three. One would be on the hill tribe people of Thailand. One would be on certain nations of the Pacific Rim. The third would be on third would countries in general. In addition certain other audio-visual presentations could be made.

Readings: The readings are from the text: The Social Experience, 2nd ed. McGraw-Hill, N.Y., 1990., by James W. Vander Zanden, 1990. Other appropriate reading will be added if they are written.

Assignments: Assignments are made from the text. In addition, sometimes a term paper on some aspect of another country is required, or suggested.

Evaluation: One of the main tests in the course covers this module. Questions are included in other tests regarding various aspects of global sociology.

INTERNATIONAL MODULE

NAME: Ann H. O'Grady

COURSE TITLE AND NUMBER: Introduction to Sociology SOC 251

MODULE TITLE: Social Structure of China

DESCRIPTION OF MODULE

The student will be introduced to the changing lifestyles of China. The student will describe how modernization has impacted the family structure and how it has affected the changing roles of women. The student will describe the contemporary institutions of education, prison, economics and political by analyzing its social structure. Finally the student will analyze China as an influence on the American Culture.

OBJECTIVES

1. Determine the awareness of China
2. Explain the steps taken regarding human rights in China--Addressing in particular Women's rights--women as a minority.
3. Compare and contrast the traditional role of women to the contemporary role of women.
4. Describe the changes in the contemporary Urban family structure.
5. Compare and contrast the traditional role of women to the contemporary role of women.
6. Describe the human family policy--how does it impact on the family structure.
7. Describe the changing patterns of behavior regarding open expression of sexual contact: decorum vs liberation.
8. Explain how values of materialism, individualism, and careers have affected the bonding patterns of family.
9. Describe the changes in the institutions of education. How does the system oversee the education of the young.
10. How has modernization influenced the amount of crime within China?
11. Explain how prison reform has turned toward education.

METHODOLOGY

Lecture/Discussion: Approximately 11 hours will be devoted to this module. It will be included within the existing Introduction to Sociology course. Lecture and discussions will place emphasis on China and the United States thus providing international exposure to the use of sociological concepts and vocabulary. Emphasis will be placed on the social structure of each country: focusing primarily on the institutions of family, education, religion, economics judicial and political.

Audio Visual: Twelve (12) video tapes will be used to expose the *student to various aspects of Chinese life style* and social structure. Video - Heart of the Dragon - Distributor: Jim Brown - Great Lakes Educational Resources - 1-800-257-3694.

Readings: Books: Ogden, Dr. Suzanne, Global Studies, China, 4th Edition, The Dushkin Publishing Group, Inc., Sluice Dock, Guilford, Connecticut 06437.

World Atlas. A Resource for Students, Nystrom, Division of Herff Jones, Inc.

Magazines: CHINA Reconstructs, North American Edition,
Vol XXXVIII, June 1989, No. 6
1. "Parents and Children", Page 8-15
2. "U.S.-China Trade: the View from Washington" pages 16-18
3. "Literacy Drive in a Miao Nationality County" - pages 24-26
4. "T.V. University: Alternate Road to Learning," pages 28-30

Vol XXXVIII, July 1989. No. 7
1. "Population Growth and Living Standard" - P 5
2. "Sounding the Alarm on Population Growth" - P 30-33

Vol XXXVIII, March 1989. No 3
1. "Vocational Training for Rural Women in Hunan" - P 18-19
2. "Women: The Debate on Jobs vs Homemaking" P 66-68

Vol XXXVII, March 1988, No. 3
1. "Changing Views of Marriage" - P 8-11

Vol XXXVI, May 1987, No. 5
1. "On Student Unrest and the Question of Bourgeois Liberation" - P 24-27

Vol XXXVI, March 1987, No. 3
1. "Women's Movement in Reform" - P 5
2. "Vast Sky, Heavy Wings" - P 13-16
3. "Taking the Burden from Working Women's Shoulders" P 16-18

Vol XXV, November 1986, No. 11
1. "How Beijing People Spend the Workday" P 13-14
2. "Thinking About Children" P 17-19

Vol XXV, May 1986, No. 5
1. "The Truth About China's Population Policy P 10-16
2. "New Attitudes About Families and Family Planning" P 17

Vol XXXIV, March 1985, No. 3
1. "Some Modern Army Women" - P 25-27
2. "Huian Women Yesterday and Today" - P 60-65

Vol XXXIII, March 1984, No. 3
1. "Marriage and Family Life" - P 40-45

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BEIJING REVIEW, A Chinese Weekly of News and Views
Vol 35, Nos 5-6, February 3-16, 1992
1. "Economic Situation in 1991 Reviewed" P 6
2. "Foreign Funded Enterprises in China P 20-22
Vol 35, No4, January 27 - February 2, 1992
1. "Ten Years of Tremendous Change" P 17-22
2. "Prospect for the 1990's P 22-24
Vol 34, No 45, November 11-17, 1991
1. "Progress in China"s Economic Reform" P 16-18
2. "Why China Publishes the White Paper on Human Rights" P 23-25
Vol 34, No 44, November 4-10, 1991
1. "Human Rights in China By Information Office of the State Council: P 8-45
Vol 34, No 43, October 28 - November 3, 1991
1. "China Reiterates Its Reform and Open Policy" P 9-11
Vol 34, No 39, September 30-Oct 6, 1991
1. "Japanese Aggression: Forgive, Never Forget" P 9-11
2. "China's Industry: 42 Years vs 109 Years" P 17-23
Vol 34, No 38, Sept 23-39, 1991
1. "Heading for a Comfortable Life" P 17-21
2. "Planning to Open the Door Wider" P 22-27
Vol 34, No 34, September 9-15, 1991
1. "Reform and the Open Policy in the 90s" P 15-19
2. "Trade Unions Advise on Economic Work" P 28-30
3. "A New World Order: a Chinese Perspective" p31-35
4. "Peaceful Coexistence: Fundamental to International Relation" P 35-38

Assignments: Readings. Complete assigned essay question within Chapter unit. Group Presentations - Social Institution.

Evaluation: Complete essay questions within chapter unit. Question/answer on group presentations.